



A
HANDBOOK
FOR
SOCIAL STUDIES
TEACHING

By
THE ASSOCIATION OF SOCIAL STUDIES
TEACHERS OF THE CITY OF NEW YORK

FOREWORD BY
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*There is no procedure that can render
substance unnecessary; there is no technique
of classroom legerdemain that can take the
place of scholarly competence.*

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The quotation on the title page is from "Conclusions and Recommendations," Report of the Committee on Social Studies of the American Historical Association.

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FOREWORD

IN 1941 the Association of Social Studies Teachers of the City of New York published *A Teaching Guide for the Social Studies*. That book now out of print served a useful purpose. Teachers of various subjects as well as teachers of social studies reported that the book was very practical and very helpful. Encouraged by this enthusiasm and disappointed that the book was not readily available to the many teachers who were constantly making inquiries about it, the Association voted to appoint a committee to explore the possibilities of revising and reprinting the *Guide*. The committee finally decided that it would be better to prepare a new text rather than to revise the old. The present *Handbook* is the result of the committee's work.

The sponsorship of this enterprise by the Association of Social Studies Teachers is an eloquent testimonial to the professional interest of its members in the improvement of social studies teaching. This book like its predecessor is unique. It is unique because it is the practical outcome of day-to-day experience with the problems with which it deals. It has been written for teachers by teachers who have immediate and constant familiarity with the actual task of teaching large classes of adolescent boys and girls of varying abilities, backgrounds and interests. Because of its unique character, the reader may note illustrations, references or suggestions peculiarly suited to the local setting with which the committee members who prepared this material were familiar. It is hoped, however, that this practical behind-the-scenes statement of the experiences and practices of classroom teachers will prove stimulating and profitable to teachers of social studies everywhere.

This *Handbook* is a cooperative venture. It is the work of many teachers and many committees. Ideas or materials supplied by one individual or committee were reworked and revised by others. So many teachers helped in one way or another in the preparation of the text that it is neither possible nor practicable to record the names of all those who contributed to the writing, criticism, compilation or arrangement of material. Below, however, is a list of those who as members of the general committee or as chairmen of sub-committees were largely responsible for the organization of the text, the collection and digest of materials, and the original preparation and writing of individual chapters. Paul Balser, High School of Industrial Arts, Sidney

N Barnett, High School of Music and Art, Nathan Brown, Central Needle Trades High School, Charles Cogen Bay Ridge High School; James Corbett, Manual Training High School, Oscar Dombrow, Junior High School 115 Manhattan, Jack W Entin, Long Island City High School, Daniel M Feins, Christopher Columbus High School; Philmore Grosser, New Utrecht High School, Howard L Hurwitz, Seward Park High School, Eugene Kelly, Flushing High School; Milton Klein, Evander Childs High School, Sylvia Levinson, Evander Childs High School, Herman L Lieber, Straubenmuller Textile High School, David Platt, Stuyvesant High School, Mildred W Sablove, Curtis High School, Henrietta F Sachs, Abraham Lincoln High School, Murray Stoopack William Howard Taft High School, Martin Lapidese, East New York Vocational High School. The committee is also under obligation to the City-wide Committee on the Teaching of Current Events under the chairmanship of Dr Jacob M Ross, Midwood High School, and to Dr Harrison C Thomas, Mrs Katherine W Hauber, and several teachers in the "XG Experiment" for permission to quote from mimeographed reports prepared by them.

The text does not reveal the arguments and criticisms that took place when various portions of it were discussed by committees. While there was general agreement on basic principles, there were frequent disagreements over specific suggestions and illustrations. A brief reference is made to these discussions, because it is believed the text will be of greatest value to those teachers who will discuss the soundness of its ideas, try out its suggestions, and endeavor to improve their own practices and procedures. If there was one basic idea on which there was general agreement it was the principle that the search for *a* method, or *a* procedure, or *an* organization which will guarantee superior or better teaching is futile. There are many good *methods*, many good *procedures*, and many good ways of organizing material and the total learning progress, in spite of the fact that every now and then a particular fashion enjoys a current vogue. It is pertinent, therefore, to recall some observations made in the foreword to the earlier volume. This text will lose its value unless the teacher studies it, evaluates it, and, in the process, formulates for himself sound principles of lesson planning and teaching. The training, the background, the skills, the knowledge, the personality of no two teachers are precisely alike. It cannot be stated with too much emphasis that it is impossible for one teacher to copy the lesson plans, practices, and *procedures* of another, or, indeed, for the same teacher to use the same plans and procedures over and over again, from term to term and with different classes. The time, the class, the setting change, and lesson plans and procedures must also change. It is hoped that with this caution the intelligent teacher will not allow himself to become routinized or

regimented either by an artless imitation of what is contained herein, or by a slothful complacency with his present habits and practices

Maybe the best advice that can be given to the reader of this handbook is to recount the practical wisdom of a master teacher who spends a considerable amount of time preparing and planning for the daily task. Each term plans and procedures that have proved their value are torn up so that each succeeding term there will be a new approach, a fresh rethinking of the material to be taught, an immediate consideration of the actual class to be taught, and hence a new, better and a more vital preparation. The teacher artist who follows this practice is enthusiastic, inspiring, vigorous and alive. Perfection comes the hard way, the struggle to achieve it is itself a thrilling and satisfying adventure, it is also the surest guarantee that the teacher is growing steadily in power, mastery and effectiveness.

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PUBLISHER'S NOTE

The Association of Social Studies Teachers of the City of New York sponsored the preparation of this book as a professional service to its members. Consequently all royalties resulting from the sale of this book are to be paid to the treasury of the Association. No individual has any pecuniary interest in the sale of this book nor has any individual been paid any money either by the Association or by the publisher for any labor or service connected with the preparation of the manuscript. Although Mr. Hamm wrote the foreword and at the request of the Association undertook the task of editing the material and preparing the manuscript for publication, this Handbook is not an official publication of either the Board of Superintendents or the Board of Education of the City of New York. It is the private venture of an independent organization devoted to the promotion of the professional growth and interests of its members.

What the teacher does in the classroom will in large measure be determined by his philosophy, his ideals and purposes. Therefore, it is important to set down at the outset, in brief outline, the basic assumptions that have influenced the preparation of this handbook. Each individual should have the opportunity to realize his potentialities to the full, all of us must work together for the common good, the increasing complexity of the modern world places an added premium on social competence, the social studies—geography, history, civics, economics and allied disciplines—are not only fruitful, but essential instruments whereby the schools can achieve their fundamental purposes.

All teachers, regardless of the subject they teach, should, we believe, be influenced by these ideals. All teachers should keep in mind the aims and objectives listed below, though they are itemized here with particular reference to the social studies and the social studies teacher.

1 *Experience in cooperation.* We must live democracy day in and day out. Teacher and students must feel that they are engaged in a common adventure, working together to solve common problems. Each pupil must be respected and valued in his own right. There must be the give-and take of free discussion in the search for truth. Through group activity and group projects the students should learn the technique and the advantages of cooperation. The democratic way should become the natural way of doing things.

2 *Appreciation of the cultural heritage of the ages of different peoples and civilizations.* There is a joy in knowledge. Reviewing the pageant of history, meeting the great men of the past, partaking of the wisdom of the world's great thinkers, projecting ourselves into the everyday life of other times, other peoples and other places give color, body and richness to our own intellectual life. Out of this knowledge there should come an understanding and appreciation of different peoples and civilizations, respect and courteous treatment of individuals regardless of how they differ from us. In a word the social studies should make a noteworthy contribution to human brotherhood.

3 *Intellectual curiosity and critical mindedness.* Few will deny that each teacher should labor unceasingly to stimulate and culti-

vate intellectual curiosity In the social studies there is a constant "How?" and "Why?" which naturally impels a search for an answer It is a commonplace, however, that as a very practical matter it is often necessary to accept a great deal on the authority of others Therefore in teaching the social studies it is extremely important for the teacher to help the pupil draw the line between an intelligent and reasoned respect for the "expert" and glibble credulity Critical-mindedness is vital to the functioning of democracy The social studies teacher should be on the alert to seize opportunities to develop this characteristic

4 *Respect for accuracy, suspended judgment* It should be obvious that we need correct and complete facts if we are to arrive at valid conclusions and pursue a reasoned course of action The pupil, from his study of mathematics and science, has become aware of this principle The social studies, however, present peculiar difficulties The facts are sometimes difficult to discover, frequently it is impossible to get all the facts that bear upon the solution of a particular problem At times, it is well nigh impossible to distinguish between fact, opinion, and propaganda Hence it becomes the function of the teacher to help the pupil develop the habit of weighing evidence, formulating tentative conclusions, which are recognized as tentative, and extending courteous consideration to conflicting points of view While on many issues the pupil will adopt the practice of suspending final judgment, the student should realize that the statesman, the diplomat, the military leader and others must make decisions and take action even though all the facts are not known Opinions, at times based upon incomplete evidence, are the basis for action Hence, it is the task of the social studies teacher to help the pupil arrive at intelligent, logical and reasoned opinions, which may be the basis for action, while, at the same time, he is willing to change his opinion and course of action when additional facts are brought to his attention

5 *Intellectual humility and tolerance* "God give me strength to face a fact, even though it slay me" has been referred to as the motto of the scientist In the field of social studies and human relations it is difficult to get all the facts It is equally difficult to accept conclusions which run counter to cherished beliefs and long held opinions, no matter how impressive the evidence and how inexorable the logic which shows these opinions to have been based upon inadequate or inaccurate information The farmer who kept insisting that "there ain't no such animal" even when face to face with a camel is just more plainly blunt in his stubbornness than most of us

To overcome this stubbornness and to open the mind of the pupil is one of the most important and most perplexing problems of the social studies teacher The best opportunity to do this will be found in many areas where the pupil lacks any very strongly held precon

ceived ideas, or entertains misconceptions casually. Utilizing the many opportunities that present themselves it may be possible to extend gradually the areas in which the pupil will be willing to engage in a re-examination of his preconceptions in the light of additional facts. The teacher, however, must be on guard against his own preconceptions and prejudices. The teacher must avoid the mistake of assuming that his own opinions, ideas, and conclusions are necessarily correct. The teacher must not indoctrinate for a specific answer to a controversial subject; furthermore, no matter what his own opinions or convictions the teacher must not forget that many problems in the social studies impinge upon the emotions of the individual and the mores of the community. It is necessary to cultivate in ourselves and in our pupils the virtues of intellectual humility, tolerance, and human brotherhood.

6 Ability to think clearly. Democracy will function well when its citizens think through the problems that confront them. We must be able to gather facts, analyze them, evaluate them, and draw conclusions. We must be able to follow the pattern of another's thinking and test its soundness. Where there is a difference of opinion we must determine whether we disagree as to the facts, the premises, or the logic. We must be able to recognize similarities and differences in a situation, see cause and effect, and put our finger on slanted judgments. This is difficult because there is a staggering amount of material; at the same time the problems are complex, a great deal of material is missing, the instruments for checking facts and assumptions are inadequate, and as noted above it is not easy for an individual to get rid of bias and blind spots. Pupils therefore must not only be given experience day in and day out in thinking through problems, but they must also learn the limits within which their thinking has validity.

This brief statement of fundamental ideals and purposes is not exhaustive, but it should suffice to challenge the enthusiasm and zeal of the teacher. The teacher should read and from time to time reread the more elaborate and detailed analysis of these and other objectives to be found in the pages of Johnson, Horn, Beard, Wesley, and others. (See bibliography, pages 224 ff.) Subsequent pages of this handbook will give concrete illustrations of how the teacher can endeavor to achieve these ideals and purposes. Needless to say, the teacher will not succeed unless he is convinced of the worthwhileness of these ideals, keeps them constantly in the forefront of his thinking, and plans and carries out his daily work with them in mind.

When we ask 'Why do we teach this?', "What shall we teach?", "Will this help our students become good citizens?", "How can we get this across?" and kindred questions, we are in the midst of planning our work. This thinking through of our problem is essential whether it be the day's work, a unit, the program for the term, or the whole social studies sequence. Without planning there is waste motion, digression, repetition, and illogical development. Planning will not insure good teaching but there is no likelihood of good teaching without planning.

I SELECTING OUR AIMS

Day in and day out we should be concerned with the skills, abilities, and attitudes which have been briefly outlined in Chapter I. No matter what the topic, clear thinking, respect for accuracy, suspended judgment, tolerance, and the like will be stressed. It should be unnecessary, therefore, to list these fundamental objectives for each unit of work even though they form the frame of reference for everything we do. Our problem is to work out the particular aspects of the topic we desire to stress and the specific ways in which the handling of the topic can contribute to the achievement of our basic aims.

Suppose, for example, the subject is the Tennessee Valley Authority. We might list the reasons for studying the T V A as follows:

- 1 To understand better some of the problems facing the United States today such as
 - a Conservation of natural resources
 - (1) Relation of resources to standard of living
 - (2) Role of government and private enterprise
 - b Relation of government to economic life
 - c Centralized versus local control
 - d Functioning of democracy in a complex world
- 2 To acquire skill in the interpretation of statistics
- 3 To acquire skill in interpreting charts and cartoons
- 4 To get practice in the weighing of evidence in a controversial area
- 5 To get practice in the analysis of propaganda

Having listed these possibilities we may find that time does not permit complete attention to all these items. We must choose those for

which the topic is peculiarly well adapted. Other aspects of the subject might lend themselves to treatment in another lesson and thus may be passed over quickly in connection with the lesson on the T V A. For example, the Wheeler-Rayburn Public Utilities Act might be handled as part of an analysis of propaganda, while the teacher might decide to place the emphasis on the T V A as a yardstick in measuring costs and distributing electricity. Each one must determine for himself what aims to include and what to stress in the light of the total picture as he sees it.

If a topic takes more than one period to teach, as would the T V A, it then becomes necessary to decide how much can be accomplished in each period and the aims should be listed accordingly.

II THE ASSIGNMENT

The assignment has been called the 'backbone' of the lesson. The more specific and effective the preparation of the student the more fruitful will the class discussion be. In addition it can be a powerful teaching device for achieving our aims and objectives. The assignment itself and its presentation to the class, therefore, are an integral part of the planning of a lesson.

A When should the assignment be given? Ideally, the assignment should grow out of the day's discussion. Logically and psychologically it should be given toward the end of a period. Practically, however, this presents difficulties. In the social studies especially, discussion and analysis do not lend themselves to split second timing. To insure adequate presentation of the assignment therefore, most teachers give it at the beginning of the period. Where there is a double-period of integrated history and economics or of history and English, greater flexibility is possible. Some teachers prefer to assign a whole unit involving a few days' or possibly a few weeks' work instead of giving assignments on a day to day basis. Many teachers vary their procedure according to the nature of the assignment. There is no set rule.

B What kind of an assignment should we give? The assignment reflects our philosophy of education. If we expect a mere "recitation" of facts students will be asked to read "page— to page—" which they will study carefully. Any questions to be answered will be largely factual. If, on the other hand, we are concerned with understandings, abilities, skills and attitudes, the assignment will consist of problems whose importance will lie in the process of solving them as much as in the solution itself. The tasks which can be assigned are as varied as our objectives, e.g., to find material, organize it, analyze another's thinking, evaluate evidence, interpret charts, maps, cartoons and pictures. The character of an assignment will be determined by the nature of the material, the objectives of the lesson for which it is intended and the ability and interests of the class.

The basic rules for questions that may be included in the assignment are the same as for questions in class and on tests. Questions should be worded clearly. They should call for mastery and not glibness. If we ask students, for example, 'What was science like in the Middle Ages?' we will probably get a report on what the text says, whereas a question such as the following will test the pupil's understanding of what they have read:

If you had lived in the Middle Ages would you have been apt to have made each of the following statements or not?

1 'I was born under an unlucky star'

2 'The way to find out whether heavy bodies fall faster than light ones or not is to drop them and see'

Allowance should be made for individual differences. We must provide for different levels of ability within a class or, where there is homogeneous grouping, adjust the vocabulary and the degree of difficulty to the needs of pupils. There are wide variations in interests and abilities; however, even in a well selected 'honor' or 'slow' group. If students have special talents in art, music, or poetry, we should utilize them wherever possible. In the matter of supplementary reading our requirements again must be geared to the abilities of our students. For the average student we might assign novels, biographies or vivid accounts such as *Our Times*. For better students we can suggest reading for additional information and other points of view. From our superior students we can expect critical analysis, evaluation of historical evidence and understanding of mature thought. Needless to say, this demands considerable time, care and patience.

Most assignments should include written work. Very few persons can be sure that they understand something until they see it in black and white. Students need experience in organizing their thoughts and expressing them clearly and succinctly. For the teacher, it is useful in helping him evaluate the effectiveness of his assignment as well as the strength and weakness of his students.

Assignments should be reasonable in length—rarely demanding more than forty five minutes in one day of home study. Students have other obligations and we cannot demand a disproportionate amount of their time. Even if we could, it would be unwise to do so in most cases because there is a limit to how many new ideas a person can digest at one sitting. Education is a long slow growth. Nothing is gained by forced feeding except distaste.

C. How should we present the assignment to the class? There is a difference of opinion as to whether the assignment should be dictated, copied from the board, or mimeographed. Some argue that it is better to dictate it or write it on the board because there is less temptation to use the same assignment term after term. Many teachers

prefer mimeographed sheets. There is a great saving in time. They are accurate, while student's copying may not be. If a student is absent, there is no problem about his getting the work. If the teacher is absent, the substitute has a valuable guide. Most important of all, they make possible more interesting and more varied assignments. Quotations, statistics, charts, and the like can be used whereas one would hesitate to do so if it meant using a large part of the period to copy them. It is possible to use the same assignments for two, three, four terms depending on the term of work. Minor changes can be dictated as often as is necessary. New sheets should be worked out to take into consideration changing conditions and accumulated experience. It should be noted, however, that most teachers and supervisors believe that assignments should not be used over and over again, and that assignments need to be thought through afresh for each term and each class.

Where the teacher and the class develop the assignment together from day to day or for a longer period, the teacher's planning is confined to arousing interest in the problem and foreseeing possible developments so as to be able to give intelligent guidance through appropriate questioning.

The teacher must recognize possible difficulties which will be encountered and must prepare students for meeting them. The amount of help needed depends on the character of the assignment and the experience of the class. Early in the term it may require a great deal of time. The class may have to be taught how to approach a question, to formulate a topic sentence, to make a comparison, or to make an outline. There may be certain words which need teaching because they are difficult or the text is inadequate. It may be necessary to spend a whole period developing the meaning of conservative, reactionary, liberal, and radical for example, to prepare the class to tackle the assignment intelligently. To tell a class to go out to interview workers as to their ideas on unions, will bring in meager results unless we give them not only a concrete list of questions but develop with them in advance techniques in questioning so as to get maximum response. With experience we learn when to give help and how much to give.

D. How can we check the assignment? We want to read as much of the homework as we can in order to judge the adequacy of the assignment and the preparation of the class and to learn as much as possible about our students' needs. Since it is physically impossible to do this every day we must depend on sampling. Some teachers call for some homework every day—more frequently from students who need help, occasionally from a whole class—and read carefully everything collected. Others collect it all every day, or walk around the room to check it at a glance. The disadvantage here is that

students may not do their best and may be tempted to copy from one another because it is a perfunctory routine instead of part of an educational process of evaluation and help.

The daily "quiz" and questions at the board have also been used to test preparation. The question is whether or not the results are worth the price of student tension, and the building up of the picture of a teacher as one who stresses the reciting of memorized facts and who sits in judgment with a marking book. For this reason, other teachers prefer to depend chiefly, but never exclusively, on intrinsic motivation to get the work done and on class discussion as the measure of achievement.

III MOTIVATION

We want to arouse interest and sustain it to such a degree that students will have a compelling desire to tackle the problems which arise. If material is presented in a vital and challenging way and if the students can identify their needs and interests with the task before them, they will have the "drive" to learn.

Motivation, to be effective, must be intrinsic, not casual or sporadic or artificial. In the narrow sense of getting the discussion started in an interesting way, it is better to have no "motivation" than one that is artificial and contrived. The following instance will illustrate the point.

It was November 1948 and the day's topic was the Election of 1800. The teacher began with "Why is Henry Wallace forming a new party this year?" After a series of unanalyzed answers concerning American policy toward Russia and disarmament he asked, "Suppose Wallace were elected, what would that show?" "Did the people have a chance to show what they thought of the Federalist program?" and "What did the election of 1800 show?"

The discussion of Henry Wallace in 1948 was irrelevant to the situation in 1800 when there was no third party. The effort to tie the two together because they were both presidential elections was, therefore, forced and unnatural.

If we use current happenings to motivate a study of the past, we must be careful to ask only those questions for which the background of the students is adequate. Otherwise, the response is apt to be muddled and half baked. If we let it pass, in order to get on to the day's topic, we may have left erroneous impressions and encouraged superficiality. If we stop to straighten it out, the tail will be wagging the dog and we may never get to the core of the lesson.

Whether we are motivating the next day's assignment or a term's work, the day's discussion or a unit, the basic appeals are the same—to the student's need for understanding the material, to his curiosity and his desire to meet the challenge of a problem, to his imagination

and his sense of the dramatic, or to his sense of humor. To ask students, "What is the topic for today?" or "What problem are we trying to solve?" is a lame approach which leaves them cold whereas "Would you have rather been a Negro slave in the South or a 'wage-slave' in a Northern factory before the Civil War?" gets most hands up, even in a slow class. It appeals to their imagination and it poses a problem with which they are able to identify themselves and whose answer has meaning for them even today.

Below are a number of devices which can be used effectively to motivate our work.

A Tests At the beginning of the term or of a unit of work, a challenging test on basic skills, concepts, or attitudes can arouse interest in what is to come and can highlight the need for studying the problem.

Tests of achievement given during the term often provide motivation for re-teaching what has been inadequately understood.

An informal test can be effective especially where students are apt to have *misconceptions*. As an introduction to the study of Latin America, for example, students can be asked their ideas about Latin America and its people. There will be a wide variety of response depending upon the number of students taking Spanish and the recent endeavors of Hollywood. It might be suggested that the students keep a list of these ideas so that they can check them at the end of their study to see whether any had been changed or not. This will help to sustain interest throughout the unit.

B Personal Experience of the Students Class experience can be utilized. "From what country did your family come originally?", for example, could start off a discussion of immigration to the United States or the meaning of nationalism. "Does your mother shop at a chain store or at an independent store?" might introduce a study of big business or of consumer problems.

Sometimes we provide the class with a common experience on which we can draw later as when we take a trip to a magistrate's court or visit a housing project.

C Problems with a Challenge Some problems in their very nature arouse interest. They appeal to intellectual curiosity, to the puzzle solving instinct, or to a felt need for a solution. They may be posed in the form of a cartoon, a chart, an anecdote, or a similar device but frequently a "straight" presentation will do the job.

"If you had \$20,000 to invest would you look around for a small business or would you put it into the common stock of a corporation like United States Steel?" will vitalize the problem of the large corporation through making it a matter of personal choice which each student would enjoy having to make.

"Go to the map and point out the various routes you could have

taken from New York to San Francisco in 1849" "Which would you have chosen?" makes real the difficulties of travel in the United States in the middle of the nineteenth century and sets the stage for a study of the building of the railroads. This task is within the ability of most members of the class and yet the choices it poses will make an honor student stop and think.

Apt quotations can be used to advantage. To motivate the assignment or the lesson on the Monroe Doctrine, one might use for example, "I am not quite sure what the Doctrine means but I would lay down my life to defend it," or Mary Baker Eddy's "I believe in God, the Constitution and the Monroe Doctrine."

For the honor student definitely, and for the average student in many instances, the presentation of differing points of view, orally or on a mimeographed sheet will give momentum to the intellectual process. Accounts of the causes of the Franco-Prussian War as given in German and French textbooks, quotations from Millis, Beard, Lundberg, Beals, and others as to the causes of the Spanish-American War, quotations from *The New York Times* and from *Pravda* as to the North Atlantic Pact, are illustrations of what can be done with this device. (See also pages 97 ff.)

D Today's Headlines Current events when used properly, stress the relation between what is studied in the classroom and the world in which we live. For some topics such as the Industrial Revolution, labor unions, or big business almost any day there is a pertinent item which can spark a discussion. Sometimes we are fortunate, as when President Truman denounces the police state the night before we teach the Metternich System or when the Supreme Court hands down its decisions as to Negroes in the Texas and Oklahoma University cases just as we are ready to evaluate democracy in the United States, or analyze the federal system, or discuss the Declaration of Human Rights or any other of the numerous topics for which this has relevance.

In selecting a news item to motivate a lesson we must be sure, as indicated in the example of the Election of 1800 given above, that a clear relationship exists and that the "apperceptive mass" is adequate to the questions asked so as not to throw the lesson out of focus.

The fact that an item appears in a newspaper does not make it *ipso facto*, interesting. A dull quotation is dull no matter what its source. That the French Cabinet fell the day before may look like a "natural" for motivating a discussion of the workings of the French government but it won't create a ripple unless a general interest in world affairs had been built up previously or the teacher finds a dramatic or humorous way in which to present it.

Radio and television programs such as the "Town Meeting of the

Air" and the "Chicago Round Table" can be used also. Sometimes students who find reading a newspaper an unpleasant chore will watch a telecast or listen to a broadcast with undivided attention. Their interest, thus aroused in current affairs in general or a particular radio or television program, when timely, can be used as motivation.

E Visual Material Pictures, charts, cartoons, realia will in themselves get attention because everyone wants to see what there is to see. How long they will hold that attention and to what extent they will be effective in motivating the topic at hand will depend upon their intrinsic interest and the way in which this type of material is presented.

The material should be seen easily from all parts of the room. Charts and cartoons should be enlarged or copied on the board. Sometimes a running description with a rough sketch and the captions on the board will serve the purpose.

In teaching the standard of living in the United States the subject might be introduced with pictures from the *Saturday Evening Post* and Erskine Caldwell's *I Have Seen Their Faces*, or with charts showing the number of electric lights, telephones, radios, etc. per person in the United States, or with a cartoon showing the low standard of living under communism and the high standard of living under capitalism.

Motion pictures, such as *The River*, *The Tale of Two Cities*, or *The Good Earth*, are frequently shown to the class. Those may be self-motivating. If we use current motion pictures we must remember that their life is short. In its day Mrs. Miniver provided excellent motivation for a discussion of social democracy, especially in the sequence of the stationmaster's winning the prize for his rose, but by now, very few, if any, students have seen it and so reference to it would be ineffective.

F Anecdotes, poems, excerpts from literature, recordings The appeal here is oral rather than visual but the basic principles are the same as for visual material—to provoke discussion through a dramatic, an imaginative, or humorous approach.

The problem of conservation might be introduced with the story told by Stuart Chase in *Rich Land, Poor Land* about the old Nebraska farmer who was sitting on his porch during a dust storm. Asked what he was watching so intently he replied, "I am counting the Kansas farms as they go by." The description of Ducktown in the same book (with slight editing to save time) makes a vivid, unforgettable approach to the same problem.

Poems such as Vachel Lindsay's *The Congo*, or Oliver Goldsmith's *The Deserted Village*, if read with feeling, can create an atmosphere conducive to exploring the problem further. The following stanza by

Sara Cleghorn has a subtle, ironic touch which honor students in particular will appreciate

"The golf links lie so near the mill
That almost every day,
The laboring children can look out
And see the men at play"

Recordings such as *Ballads for Americans* and *I Hear It Now* serve the same purpose. Schools which have tape recorders or wire recorders can build up a fine library of readings, music, and radio programs which will offer a variety of ways of motivating our work.

IV. UNITY AND COHERENCE

Whether it is a day to-day lesson or an incident in the development of an extended project, discussion should follow an orderly pattern and flow naturally in logical sequence from the original motivation to the final summary.

First we must outline the content, analyze its implications, and check its possibilities against our aims. Having organized the material we are then ready to work out the pivotal questions about which the main ideas revolve and through which transitions are made from point to point.

Let us say that our problem is the effect of the Industrial Revolution on the standard of living. What do we want to bring out? Greater purchasing power because more goods are available and goods are cheaper, more leisure and better health and finally an introduction to next day's work on the problems created by the machine. We decide to start the discussion with a vivid description in *The New York Times* of a custom shoe shop (May 1950)—its methods of production, prices, and conditions of work. "Are you going out now to order a pair of custom made shoes?" "Why are machine made shoes cheaper?" "Why can we have more goods and at the same time work fewer hours?" "How does this help explain the fact that men live longer and healthier lives than they used to?" "Could we have made progress in medicine without the machine?" "Since the machine has brought us so many benefits why do some men blame the troubles of the world on the machine?" This is the bare framework of the discussion. Within it there will be wide variations in questioning depending on the character of the response. Note that each question is a springboard for discussing an important idea and that each question grows out of the preceding one.

V. PLANNING FOR MASTERY

To a large extent ideas are clinched through questioning and cross-questioning. We must plan our pivotal questions and we can be pre-

is little gained by having a student do it. Students, even the best of them, have difficulty in numbering, in phrasing, and in spelling. Since there is not time to teach this, along with mastery of the skills and concepts peculiar to the social studies, we must at least give the students a correct model. Through seeing and copying properly organized outlines they may gain an appreciation of them. Some teachers have found it effective to send a student secretary to the board to take notes as the discussion proceeds. At the end of the discussion the outline is corrected by the class, and may be copied into notebooks. When there is a double period, as in a combined class of American History and Economics, or in an integrated English and Social Studies class, there may be time for this procedure, however, in a forty five minute period each teacher must determine whether this device is worth the time it will take from the achievement of the specific aims of the particular lesson under consideration.

How detailed should the outline be? The more detailed it is the more valuable it will be provided that the stress is on what is important and the details given are significant in themselves or useful as illustrations of the basic ideas.

Some teachers insist upon a particular sequence and phraseology without any deviation. Unless there is a violation of logical thought or an inaccurate use of language we should let the class determine the outline within the framework set up by our pivotal questions. We must avoid the other extreme, also, of putting down anything offered by the class in any order. It is our job to help them think it through and organize it logically.

Correct form in outlining is desirable, not as a pedantic exercise, but to make relationships clear. The numbering and lettering of topics and sub topics should be uniform and the phrasing should be parallel in structure as in the following example

French Revolution

I Fundamental Causes

A Discontent of peasants—75% of the population

1 Low incomes (although higher than in the rest of Europe)

a Small size of plots

(1) Inheritance from days of serfdom

(2) Custom of division among heirs

b Crude methods and tools

c Frequent losses because of nobles' hunting and pigeon rights

2 Burden of taxation—approximately 81% of income

a Feudal dues and tolls to lord

b Excessive taxes to the king

(1) Extravagance and corruption of the government

(2) Basis of assessment

(a) Exemption of nobility and church from land tax

(b) Tax on necessities e g, salt tax

c. Tithes to the Church

3 Petty tyranny of the nobles

Note The purpose of the above outline is to illustrate correct form. There are other ways of organizing the material which would be just as logical. The teacher should also note some of the questions on outlining that have appeared on the examinations prepared by the New York State Department of Education.

Frequently it is effective to make comparisons or present two points of view in parallel columns. Here too we must be sure that points are made in logical order and that the structure is correct. To illustrate, we might summarize United States relations with Latin America before 1929 as follows.

"Yankee Peril?"**"Colossus of the North?"****"Big Brother?"**

- | | |
|--|--|
| 1 Expansion southward e g, colonies, lease on Canal Zone, protectorates | 1 Carrying out of "white man's burden" |
| 2 T.R.'s interpretation of the Monroe Doctrine—cloak for United States imperialism | 2 Protection of Latin America against European imperialism |
| 3 Increasing United States investments in Latin America | 3 Mutual benefits |
| a Tribute to absentee owners | a Return on capital invested to develop resources |
| b Exploitation of native labor | b Higher standard of living for all |
| c Danger of political interference | c Need to safeguard interests of all |
| 4 Use of power of recognition as weapon e g, Panama, Mexico | 4 Need to adapt policy to situation at hand |
| 5 Establishment of Pan-American Union—"a company union" | 5 Step toward full fledged co-operation |
| a Domination by the United States through control of the machinery | a Machinery created through which cooperation could be developed |
| b United States refusal to consider political matters | b Experience in cooperation in economic and social matters a necessary prelude |

B Illustrative Material Whether it be a new name jotted on the board, a map, cartoon, chart, picture, anecdote, record or some other device, these practices help clinch ideas through multiple sense-appeal and a concrete presentation of verbal abstractions. To talk of the Great Circle route from New York to Moscow is meaningless unless we see it on a globe. Changes in the cost of living are gotten across more effectively if we construct a price index on the board and analyze a recent graph based on the B L S index. Statistics as to the increasing wealth, population and industry of the North, 1850-1860, will help students appreciate the forces at work making for an economic revolution and the reasons why the situation was a factor in bringing about the Civil War. The nature of the holding company, the federal system of government, and the changes in the Commonwealth of Nations, illustrate ideas which can be made clear through a diagram on the board. Pictures (whether still, moving, or on a strip film) are just as effective in clinching ideas as they are in arousing interest. Many a cartoon and anecdote with their implications will cause a chuckle years later. In all these ways we clothe the bare bones with flesh and blood and thus contribute to mastery of what we are trying to get across.

If we keep a weather eye out for interesting and effective material we can accumulate a treasure trove. Students inspired by our use of it in discussion or decoration, or on the bulletin board, will bring in their "finds." To be of maximum use, it should be sorted according to topic and filed. Some departments pool their material to the advantage of all.

In the matter of pictures, cartoons, and realia, some teachers pass them around the room. If everyone is engaged in examining the material or performing other useful tasks at the same time, this procedure is justifiable. When it is done, however, while class discussion is going on, it has many disadvantages. It diverts attention from the lesson. Each student, as the material comes to him, either tries to do two things at once or misses out on what is being said. What is important for most of the class, is important for all. In addition it carries with it an implication of discourtesy and contradicts the lesson we try to teach that anyone who is talking is entitled to undivided attention.

The display of material as decoration, in cabinets, and on bulletin boards, can arouse interest and clinch concepts. Pictures, cartoons, and charts can be arranged on the bulletin board to illustrate the topic under discussion. Book jackets of books relating to the topic can motivate reading, serve as illustrations and make the room attractive at the same time. Space can be reserved for work done by students or relevant material they have contributed. It is important that the material be clipped carefully or properly mounted, that it be placed artistically, and that it be removed, when no longer pertinent.

C Review and Summary The greater the number of angles from which we view a problem and the more often we use the material and think it through, the broader and deeper will be our understanding. We, therefore, need to make definite provision for review and summary. The discussion of one day, more frequently than not, has a bearing on the work of the following day. There are many ways of making the transition.

Some teachers rotate student secretaries who read the minutes at the beginning of the period. The class corrects inaccuracies and suggests changes, if needed. This provides excellent training in summarizing material, keeps the class alert, gives a clue to points which might need re-teaching and sets the stage for the new lesson. The difficulty lies in the amount of time it requires if it is to be done well—in fact, on occasion, a whole period would be necessary to get it into shape and clarify muddled thinking. There is also the danger that if it is a routine practice the class will become casual about it and it will not fulfill its purpose.

Any of the methods used to motivate discussion and clinch concepts can be used here. Let us say that yesterday we discussed the reasons why workers formed unions and today we shall consider their difficulties in so doing. A cartoon showing two pictures, one that the 'boss' likes (each worker by himself) and the other that he doesn't like (the workers in close ranks) would force the class to review and summarize the need for unions. This would serve as an introduction to the question, "How do you account for the fact that unions had such a hard time getting started—even today in the United States the majority of workers do not belong to unions?" Or we might refer to the statement of one employer at the time of the Anthracite Coal Strike in 1902: "The rights of the laboring man will be protected and cared for—not by the labor agitators but by the Christian men to whom God in his infinite wisdom has given the control of the property interests of the country"—Or we might try some other device which bridges the gap between the two lessons and helps the student put together what he has learned previously and see its connection with the new work.

✓ *Cumulative Review* There are frequent opportunities for cumulative review. We can clarify and illuminate the meaning of the new topic through a comparison with something learned previously and, at the same time, contribute to mastery of the old. For example, we can compare the Russian Revolution of 1917 with the French Revolution of 1789, the Articles of Confederation with the League of Nations, or Andrew Jackson with Thomas Jefferson. Questions such as "Would Bismarck have approved of Hitler?" or "Mazzini of Mussolini?" or "Karl Marx of Stalin?" involve a comparison of ideas and force their re-evaluation. Sometime an analysis of the past

is necessary to an understanding of the present, thus, the foreign policy of Washington, Jefferson, and Monroe must be understood if we are to explain fully United States foreign policy after World War I. In many ways we should constantly review material from a new angle where it is logical and effective to do so.

2 Medial Summaries As each part of a lesson is developed we might summarize what has been done to that point, to insure mastery and to provide a transition to the next point. This can be done in any of the ways described above for review or summary. Technically this is referred to as a medial summary. How often this is done during a period, or whether it should be done at all depends upon the nature of the topic. There are lessons when this type of summary would be stilted and artificial.

3 Drill Except for those who stress the memorization of isolated facts, drill has no place in the social studies. Important facts will be learned through their use where relevant skills will be acquired through frequent exercise in a meaningful context. We are not concerned with rote repetition of names, dates, or definitions, but with mastery of ideas. To test for mastery we ask as many different questions in as many different ways as possible.

4 Final Summary for the Day's Discussion Whether the day's discussion is a complete unit in itself, or, as is more likely, a part of a larger unit of work, it should be rounded out by a final summary which will tie ideas together and help students see the problem as a whole. To sum up a discussion of the controversy over empire which arose in the United States after the Spanish American War, for example, we might ask "Would you have voted for Bryan or McKinley in 1900?" Or we could show Van Loon's cartoon, *Loot*, in which he pictures cavemen, pirates of ancient times, medieval robber barons, Napoleon's soldiers, and then United States warships, with the caption, "But fortunately we Americans have become civilized. What we take we pay for—if we must," and then debate the question, "Is that a fair picture of the United States or not?"

As in the case of motivation, we want to avoid artificiality. A question such as the following, "If you meet a friend who asks you what you had learned in history today, what would you say?" not only creates an unlikely situation but calls for a mere recitation of what was done instead of requiring organization of material around a central idea. (Not to mention that what the student says in class is not what he would tell his friend.)

Many teachers are bothered by the fact that very often they do not get to their final summary. Unforeseen difficulties may have arisen. The students may have asked an unusually large number of pertinent questions. The response may have been exceptionally rich and alive. In these circumstances it is more important to straighten

out muddled thinking or give full time to the discussion than to "finish the lesson." The next time we handle the same problem we shall have a better idea of what can be done in a period and plan accordingly. In any event, if the material has been well-organized, if there have been effective medial summaries, and if the students have an outline of what has been done to date, it is possible to pick up the threads, with a minimum of lost motion, the next day. Frequently, what we had planned as a final summary will do just as well as motivation for what follows. (The failure to "finish," however, because of weak preparation, irrelevant digressions, inefficient routine, or lack of skill in questioning, is a different matter. If a teacher notes that he habitually fails to finish a lesson, he should carefully re-examine his procedures and apply remedial measures.)

5 *Summary of a unit of work* Whether we have a daily lesson or use one or another variation of the unit method, there should be a final summary of each unit of work. The assignment might be an essay, the preparation of a floor talk, a committee report, or any other device, which will focus the attention of the students on the important lessons to be learned from a study of the topic and will force them to bring to its consideration all that they have learned. If, for example, the class has been studying the problem of railroads in the United States they might be asked to do the following. Write an essay on the topic, "Government Regulation of Railroads—Success or Failure." (As criteria of success include its effect on the American standard of living, its relation to the system of free enterprise, and the light it throws on the democratic way of doing things. As a yardstick of success you might measure regulation against laissez faire on the one hand and government ownership on the other—in the United States and in other countries.)

Up to this point the teacher has provided stimulus and guidance. Now he should have fulfilled his function of becoming "useless." If he has done his job well, he is no longer needed. The final discussion can be left entirely to the students, in whatever form has been planned—class discussion of the topic under student leadership, a panel discussion, a dramatization, committee reports submitted to class criticism, or the like. The quality of the final assignment and presentation in class is the ultimate test of the student's mastery of the subject and of the effectiveness of the teaching.

At the end of the term's work any of the above procedures can be used in much the same way.

6 *Review for Examinations* The trend is toward examinations which test skills, understanding, and "power." Many believe that, logically, tests should be given with books open and notes available. Although the College Entrance Board has not gone that far as yet, their questions usually include the pertinent facts so that the student's

ability to think, organize material, and the like, can be evaluated without the danger of his going off the track because his memory played him false. For this type of test "cramming" and drilling are useless. Even for examinations which put a premium on memorization of facts students will be more apt to remember them if they have been used frequently in a variety of situations (See drill above.)

There still is a place for review, however, no matter what the type of test. The final summaries described above help review. If work has been organized topically, the review can call for an organization of material according to chronological periods. An analysis of the history of centralization vs. local self government can help review United States history from colonial times to membership in the United Nations. The statement that the United States is basically a democracy, even though there are flaws which need correction, can serve as the focal point for an overall review of United States government. In similar ways, students will be prepared for an examination through increased mastery gained from seeing the subject with new eyes.

Some teachers review for examinations in a routine way, going over old examinations. Students must be taught how to choose questions, where there is a choice, and the technique of taking a test. Old examinations can be useful if answers, written for homework and on the board, are analyzed by the class from the point of view of relative difficulty and methods of tackling a question. This type of review must be planned carefully so that it will be efficient and meaningful.

VI TYPES OF PROCEDURE

A. Unit organization versus the daily lesson. It is generally agreed that material should be organized into significant units of work and that the work done in connection with the unit should clarify and illuminate its central theme.

Some present the material forty minutes at a time. They depend upon carefully developed outlines, smooth transitions from one day's work to the next, and summaries (as described above) to insure continuity and help students see the problem as a unit.

Others prefer to set the class to work on a problem or project or unit, give them a few days or several weeks, as the case may be, to get their material and organize it, and finally, present it as a whole. Some follow a formal procedure as in the Morrison Plan with its periods of pre testing to determine needs, presentation by the teacher to give an overview of the unit and to orient the students, assimilation during which time students work at home and at school on their assignments, organization to develop a class outline, testing and re-testing when necessary, and finally, to cap it all, the floor talks and

committee reports as synthesis and summary. Basically, no matter what variations of this procedure may be used, it involves motivation, assignment, organization, and summary. It has the advantage of approximating a "real life" situation in solving a problem, the burden of the work is carried by the students with the teacher in the role of guide, and it gives the students perspective and insight. (See also pages 28 ff.)

If the basic aims are the same, the end results will be equally valuable whether we work on a bell to bell schedule or with a unit approach. The difference is largely one of tempo and atmosphere. Both require background, intelligence, careful planning, and great skill to be effective.

B "Open book" Method versus Books Closed It is agreed that the mere acquisition of facts is a sterile process. At the same time, accurate and complete facts are necessary if we are to arrive at valid conclusions. There is a difference of opinion, however, as to the way in which the necessary facts are learned and the extent to which they should be tested *per se*.

There are those who insist upon having desks clear, with textbooks and notebooks out of sight. Some allow notebooks for taking notes but not for reference. They assume either that facts are important in themselves or that the only way that they can be learned is through repetition from memory.

There are others who insist that textbooks and notes be open and available throughout the period. (1) They assume that facts are but a means to an end and that the important thing is to know where to find them when needed. It is true that one cannot build a house without bricks (in the generic sense) but no one goes around acquiring odd lots of bricks, lumber, or what have you just in case some day, somewhere, he may possibly decide to build a house. In the same way there is no reason for carrying in one's head a mass of facts. (2) Facts which are needed frequently will be learned through use. If we take buses in New York we know the fare without looking it up but there is no reason for knowing the bus fare in Kalamazoo unless we go there. (3) Students should be taught respect for accuracy. They should also realize the fallibility of the human memory and the reasons why we cannot depend upon it for accuracy. Within the limits of available material there is no excuse for a misstatement of fact where books are open. If there is a disagreement as to facts it should not be left to memory to determine the truth. (4) Time is used more efficiently since there is no waste motion in trying to get facts which students do not recall or which they remember inaccurately. The class may be studying the Treaty of Versailles, for example. With books closed, a large part of the period will be spent in getting the facts straight. Even one incorrect statement can cause

periences, as in travel or research, may make a topic come to life. If this is done sparingly, only where particularly appropriate, it can add variety and zest to learning.

Whether the talk takes five minutes or a whole period, it should be planned carefully. Illustrative material such as pictures, cartoons, charts, and maps should be used where relevant. Students should be expected to take notes to be prepared to discuss later what has been said. Especially during longer talks, students might be encouraged to break in with pertinent questions. The teacher might interrupt himself once in a while to ask a question.

In deciding whether to lecture at a certain point or not we should ask ourselves "Is this the best way it can be done?" "Is it valuable enough to warrant the time it takes?" "Am I an effective speaker so that I will get the material across vividly?"

2. Development Through Question and Answer Although the nature of the questions has changed, this is still the procedure used most frequently. Apart from an occasional variation, it is the standby of those who plan their work in daily doses. For those who use the unit approach it is necessary to resort to it when concepts need to be built up, ideas clarified, or muddled thinking straightened out. In introducing a unit, or during the period of organizing material, it may also be used to good effect. In other words, whenever the expert guidance of the teacher is needed for the class as a whole, this help can usually be given best through expert questioning. (See also pages 52 ff.)

Whether we are teaching a skill such as how to study, how to use a newspaper, how to interpret statistics, how to read a map, and the like, or developing a concept or solving a problem, the plan of development should include motivation, organization of material, and summary.

3 Socialization In its broadest sense any lesson where every student is taking an active part, no matter who conducts it, is a socialized lesson. Usually, however, it is defined as a procedure where the students carry on the work without the direct guidance of the teacher. There are varying degrees of socialization, from the report of an individual student as an incident in a development lesson to a whole procedure as in the unit method.

Students may be asked to prepare special reports. If well done, student reports can be a means of providing for individual differences, they give the student experience in getting material, organizing it, and presenting it orally, and they enrich the background of the class. Too often they are assigned on a volunteer, hit or miss basis and inadequate guidance is given the student in their preparation, with the result that they are mere repetition of ill-digested content of little value to either the individual or the class. To have a student report

on the life of Cayour, for example, in which he merely adds the names of his father and mother and other trivia to the information in the textbook is sheer waste of time. No matter how excellent the report, it will not serve its purpose completely unless the class is prepared to listen to it intelligently and is given an opportunity to ask questions and discuss it.

Committee reports serve the same purpose as individual reports. They have the added advantage of giving students experience in co-operation in preparing the work. The techniques of working in committee need to be taught. Where there is no guidance, there can be either much waste of time through aimless discussion or the domination of the committee by a strong character who defeats the purpose of sharing experience and threshing ideas out together. How much direction will be needed depends upon the previous experience of the class and its level of ability. Committees can be used to prepare a special project, to make reports at the end of a topic or at the end of the term's work as a summary, or they can be an integral part of the procedure, as in the unit method.

Some teachers sit on the sidelines and have all discussions conducted under the chairmanship of a student. They come into the picture only when the class asks for expert advice or when there is a gross inaccuracy or confusion which needs clearing up. We must weigh the indubitable values in cooperative learning and class interest against the time it takes to get ideas across and the risk that the class may not get a clear picture of the problem. Most teachers question the wisdom of substituting an inexperienced student for an expert teacher during the process of learning. They reserve this procedure, therefore, for summary lessons at the end of a topic or unit.

The trend today is away from the old-fashioned debate in favor of the panel or forum discussion. In a debate the object is to win one's point whereas in a discussion we are concerned with getting at the truth. We must be open to persuasion if we are to arrive at the best solution to a problem. The participants in a panel or forum may have prepared their work individually or in a committee. This type of discussion too is used most frequently for summary purposes.

4. *Dramatization.* Whenever we relive an experience and imagine ourselves in another's shoes or in a different time or place, we are dramatizing a situation. The extent of dramatization in the classroom ranges from the occasional "Suppose you were—" question to a full fledged production with scenery and costumes.

Dramatization can be spontaneous in the sense that though the class is prepared on a topic, it is not briefed on what will happen when they come to class. They may have had an assignment, for example, on consumers' cooperatives. The teacher may announce that the price of milk is too high. "What shall we do about it?" A student

who believes that a co-op is the answer to the question will be asked to call the group together. He will explain to them why they should form a milk co-operative and the class, now neighbors in a community faced with high prices, will consider the proposition from every angle. It will no longer be an academic matter but a real problem. For honor students particularly this can be an excellent introduction to the problem; for slower students it might serve better as a summary.

For some topics only a few of the students participate in the presentation and the rest of the class acts as a critical audience. They may act out a meeting of the Security Council of the U. N., the arbitration of a labor dispute, or similar topic. Time should be provided for a discussion of the authenticity of the presentation.

A play or radio script may serve as a class project. If students have literary ability they may be encouraged to write or adapt a script for class use; the scholars can check for accuracy, the artists design the scenery and costumes, the mechanically minded make the scenery and costumes, and the actors present it. Most teachers question whether the results warrant the amount of time and energy this entails, unless there is an integrated social studies and English course with the possibility of correlation with art and music. A casual dramatization can be equally effective and less time consuming.

D Use of the Newspaper There is no such thing as a newspaper lesson. There are many different ways in which a newspaper can be used all the way from an incidental reference in a period to the basis of a core curriculum.

1 *To Motivate a Lesson, Unit, or Term's Work* In the headlines, pictures, cartoons, editorials and other features of a newspaper, there is a wealth of material on which to draw to arouse and sustain interest in the social studies.

For any grade of social studies it is possible to motivate the term's work through the newspaper. An assignment for example, to bring in items which indicate that the world is making progress and other items which show that there are serious problems needing to be solved, will stimulate interest in the reading of a newspaper, in the problems which face the world and in learning more about these problems. Some teachers use this approach or a variation of it as the starting point for planning with the class the topics to be studied during the term and the order in which they should be taken up. Others use it as the motivation for organizing committees to work on special projects as a supplement to the daily work. In the introductory course in history it would highlight many of the reasons why we study history.

2 *To acquire skill in the use of the newspaper as a tool of learning* The newspaper is an all important source of information and so students must learn to use it efficiently. The physical make-up and the

use of an index must be taught directly. It is wise to do this early in the course since there is constant need for using a newspaper throughout the social studies sequence.

3 *To develop social studies skills* Newspapers usually have maps, charts, statistics, and cartoons which can be used to develop the skills necessary to interpret them. The text of a newspaper, like any other text, can be analyzed and outlined.

4 *To get information* When used as a source of information the newspaper is in the same category as books. Frequently it is a primary source as in the case of original documents and eye witness accounts. Much of its news, however, is gathered by reporters from others. Whether as a primary or as a secondary source, its information should be subjected to the usual tests for credibility.

5 *To develop critical ability* As in the case of any other reading material the newspaper provides opportunities for teaching the difference between questions of fact and matters of opinion, for evaluating the accuracy, completeness, and objectivity of the information given, and for analyzing propaganda in its presentation of the news, editorials, cartoons, "Letters to the Editor," and advertisements. Among the interesting projects which might be tried in this respect would be a comparison of two or more newspapers—in the same city, from different parts of the country, or from different countries, if available—as to make up, circulation, type of appeal, advertising, and handling of the news.

6 *To evaluate the effectiveness of our teaching* Selections from editorials or news columns can be used to test reading ability, understanding of basic concepts, ability to follow another's line of reasoning, ability to detect bias, and recognition of the relation between what is studied in class and what is happening in the world. Charts, statistics, cartoons, and maps can be used to test the appropriate skills. We can find similar material elsewhere, as has been noted above frequently, but the newspaper often has a slight edge because of its current interest.

VII CORRELATION WITH OTHER SUBJECTS

Many teachers refer only incidentally to knowledge gained in other subjects as when they ask for the Latin origin of a word or an illustration of deductive reasoning in mathematics. Others plan lessons which call upon the student's knowledge of art, music, literature, language or science. Occasionally there is effective correlation between two or more departments as when *The Tale of Two Cities* is taught in English at the same time as the French Revolution is studied in history or graphs are taken up in Mathematics in connection with a social problem. Where there are integrated courses or a core curriculum knowledge from many fields can be brought to bear upon a subject and help illuminate

it. Within the limitations imposed by the curriculum in the school and variations in students' programs, teachers should plan for correlation where possible.

VIII SUMMARY

We must analyze our aims, work out procedures to achieve these aims, and check what we do against what we want to do, to make sure that our practice squares with our philosophy.

We must plan the work the students are to do at home, ways in which to arouse and sustain interest, pivotal questions, the transitions from one point to another or from one period to another, the clueing of concepts, and the mastery of a topic or unit.

It is a healthy sign that teachers are critical of themselves and are searching for ways to improve their teaching methods and procedures. Not infrequently teachers complain that they do not have "enough time to cover the syllabus," they fear that there may be an over-emphasis on factual information and a neglect of other important aims of social studies teaching. Teachers wonder if there may not be too much reliance on question and answer procedures, and a too common use of abstract words and concepts, in spite of the vocabulary and experience deficiencies of pupils. Teachers frequently suggest that the needs, interests and experiences of pupils are not sufficiently considered in the planning and conduct of the daily work, that lessons tend to be teacher-centered despite the expressed desire to develop student initiative and responsibility, and that dependence on the textbook as the chief source of information tends to defeat the effort to develop critical thinking.

Self-criticisms, such as these, obviously point to weaknesses which the teacher must be on the alert to avoid, regardless of whatever methods or procedures he may employ. A desire to overcome some of the dangers that lurk in the easy adherence to traditional routines has stimulated experimentation with various practices, methods and techniques. Thus, there has been (1) improvement in the organization, selection and arrangement of material, (2) attention to *correlation*,—the teaching and learning of essential parts of various subjects which are related to the adequate understanding of a topic or theme, (3) the introduction of *fusion*—the "bringing together of essential subject matter from different subjects or broad fields so that they lose their original identity through a new form of organization;" (4) the concept of an *integrated curriculum* or program which "represents a number of subjects or activities or experiences selected, organized and unified by adults within a framework defining the over-all pattern to be achieved by pupils," (5) emphasis upon the *unit* or *unit organization*, (6) and more recently, emphasis upon the "core" or "experience" curriculum. Each of these developments has some common elements, and each has borrowed something from the other. Thus, there are elements of correlation and fusion present in the unit method, and the

"core" or "experience" curriculum relies upon correlation, fusion and unit organization. This and the following chapter briefly describe the unit organization and the core curriculum.

Definition The unit is a central theme or problem around which there is developed a cluster of related experiences. The central theme of a unit in American history can be 'How has the United States developed a policy of world cooperation?', in Economics, a unit can be based on the problem, "Has inflation helped or hindered our nation's prosperity?", in Geography, the problem, 'Is it advisable to apply the TVA idea to other river valleys?' In proposing a problem for unit study, the teacher must consider whether the problem is directly related to the interests of the students, whether it offers opportunities for comprehensive study and whether it is stimulating to the students for whom it is intended.

PRE-PLANNING BY THE TEACHER

Because the unit is a comprehensive plan of experiences and learning activities that may take a few days or weeks to complete, it is necessary that the teacher equip himself with a thorough understanding of the basic issues and facts involved in the proposed problem. The next step is to list as many of the aims as the teacher hopes to see achieved. These should include knowledge, understanding, habits, skills and attitudes. The teacher should then list as many experiences and activities as the students could profitably use in the solution of the problem.

Although the teacher should encourage the students to do their own planning to the fullest extent, he must be prepared to be their guide in offering suggestions and pointing out directions of investigation. The teacher should provide the students with a list of available material and should complete his pre planning of the unit with devices for evaluating the anticipated outcomes. He must plan to evaluate changes in pupil behavior, in understanding, in skills, in habits and in attitudes.

STARTING THE UNIT

Stimulating interest in the problem is as necessary in unit procedure as in the traditional lesson. However, the motivation is more than a few minutes at the opening of the lesson. The approach to a unit on Conservation might be made by showing the *Pare Lorentz* film, "The River." The film and the discussion which might take two or three class sessions would serve this purpose. In addition to or instead of the film, the teacher might present a bulletin board display, a current events discussion of floods or drought e.g., water shortage in New York City. Appropriate radio programs, recordings, stories, magazine and newspaper articles can serve equally well. Whatever approaches

are used, it is essential that the problem be adopted by the class as its own. The class must understand the importance of the problem to its own welfare and the outcomes that are likely to result from the solution to the problem.

PUPIL-TEACHER PLANNING

Once the problem has been selected by the class, planning sessions may be held by the students with the help of the teacher. The initiation of the unit, the experiences, the research, the assignment of duties and the evaluation are all part of the student planning activities. These planning activities are an essential and integral part of the unit procedure. The plan permits student growth. The student develops the ability to plan, and a responsibility for class welfare. Planning the unit makes it his unit.

The teacher does not abdicate because students are planning the work. The teacher is a guide and contributor. Because of his background, personal qualifications and his pre planning, the teacher is in a position to develop student suggestions, offer his own, indicate possible relationships in topics and point out new directions. The teacher's responsibility in the planning session is a heavy one. He must be ready and willing to accept student suggestions for the modification of his own plans.

How much planning should the student do? That depends on the age, the background, the ability of the students and their past experiences in planning. Regardless of the students' level of ability and of the amount of planning they are permitted to do, the teacher must point out to the students the area in which they may plan and the students must feel that they make real decisions within that area. Caution should be taken lest the planning sessions drag so that student interest in the problem wanes. On the other hand, the teacher is aware that planning is a difficult process in which students cannot be rushed if benefits are to be derived from this activity.

One of the first planning sessions should be devoted to analyzing the problem into several main questions.

In a unit on Inflation an Economics class suggested many questions they wanted answered. The students, in the planning session examined these questions and organized them into four main topics.

- '1 What makes prices high?
- '2 How does inflation affect the different income groups of the American people?
- '3 What past experiences have we had with inflation in the United States?
- '4 What proposals have been made to control inflation? Which if any, should we favor?'

Once the main questions have been agreed upon the class must decide how the answers are to be obtained. Some activities can be planned for the entire class, others assigned to specific committees and still others to individual students. One evaluation of the planning session is whether every student and committee understands clearly his particular responsibility.

COMMITTEE SYSTEM

The committee is a valuable aspect of the unit method. With several committees in the class, it is possible to benefit from the division of labor if each committee undertakes to answer one main question. Furthermore, a feeling of sharing and cooperation in achieving a common goal is fostered among the students both in the committee itself and when the committee reports its findings to the class. The committee presents an excellent opportunity for its members to learn the lessons of group behavior, simple parliamentary procedures, and to develop the friendships that arise from the association with fellow students in small groups.

Once the main questions have been set aside for the committees, it is time to form the committees. An effective way is to allow students to volunteer for any committee provided there is enough manpower for all committees. Before the committees meet, it is good to develop with the class some simple rules for the committees. Agreement can readily be reached on such rules as

- 1 "Talk in whispers. There are other committees at work."
- 2 "One person talks at a time."
- 3 "Work in businesslike fashion."

Assuming that there will usually be four or five committees they can meet in different parts of the classroom. They should learn about the election of a chairman and a secretary, the importance of minutes and the assignment of tasks to individual members of the committee. The committee members do the necessary research and report their findings to the committee. The committee then pools all this information and prepares its report to the class.

The teacher visits the committee while it is in session. He observes its progress, insures the orderliness of its proceedings, helps with the difficulties the group encounters and is available for consultation should he be needed.

RESEARCH

Research includes those activities by which the pupil finds for himself the answer to a question. Specifically research involves these steps

- 1 The student understands what he is asked to do

- 2 He selects the proper sources of information—the dictionary, the encyclopedia, the biography, the document, the magazine article, the library and its facilities, the radio, the interview, and other available sources
- 3 He uses the sources of information
- 4 He selects the pertinent information
- 5 He makes the necessary notes
- 6 He organizes his notes into an answer to the question
- 7 He reports back to the group

The teacher must stand ready to aid the student in mastering each step. It may mean that the class will get a lesson in how to use the *Readers' Guide to Periodical Literature* if the students need magazine articles and do not know how to find them. It may mean lessons on the use of the index, or the encyclopedia, or the library. At other times it may mean lessons on how to take notes, make reports, interviews or visits. These lessons will be given as the needs arise.

EXPERIENCES

The experiences are the means which the student uses to seek the answers to his questions. To the teacher they represent the vehicles for student growth in understanding, skills, habits and attitudes. Although most of these experiences are discussed elsewhere, the unit method employs them as necessary phases of its techniques. The experiences for any one unit would probably be drawn from each of these categories:

- 1 Reading experiences based on books, pamphlets, periodicals and other reference materials
- 2 Audio visual materials—maps, graphs, cartoons, pictures, film strips, slides, movies, recordings, radio and television
- 3 Community resources—a) visits to museums, factories, offices stores, b) speakers invited to the school, and interviews
- 4 Manipulative materials—the building or construction of any learning materials by the student e.g. the construction of a relief map, the drawing of graphs, pictograms, drawing original cartoons or illustrations

The student must feel free to use any of these materials in search of his answers. The test should be—does it contribute to the main purpose of the unit? Variety of experience is to be encouraged. The richer the background, the greater is the growth.

CULMINATING ACTIVITIES

When the class, the individual students and the committees have completed their research, they must prepare their reports to the entire group. The class will quickly learn that straight reporting is apt to become monotonous. Other forms of reporting that will prove as effective

tive and more interesting are round table discussions, student produced radio programs, debates, class newspapers, dramatizations (see pages 70 71) Any of these procedures if accompanied by an outline of the report will give the class all the material it needs

EVALUATION

How do the teacher and the student know that growth is taking place? The method used is more informal and its results less tangible. Nevertheless, because growth is continuous, appraisal must be made throughout the unit from its inception rather than a test at the end of the unit. At every stage, evaluation is in order. When the planning has been done, while the research is under way, when the culminating activities are presented, the students with the help of the teacher must take stock. The questions "How well did we do this? How could we have done it better?" need answers. Difficulties must be analyzed and solutions sought. There are at least five means by which an evaluation can be made.

- 1 Achievement tests—these are the usual paper and pencil tests

- 2 Observation of activities—the teacher watches the progress of the committees or of individuals. The teacher notes how they are attacking a problem and where the difficulties are arising

- 3 The logs of the individual and the committee—every committee keeps minutes of its proceedings. A reading of these minutes will answer questions about the progress of the group. Every student should keep a log of his own activities

- 4 The reports and research notes are an additional source for measurement

- 5 Self appraisal—At the several stages in the development of the unit, short halts should be called for the class to appraise the progress of that phase in relation to the stated goals.

DRILL

Lest the unit method be misunderstood, it must be pointed out that the techniques of the unit method do not make drill unnecessary. They do make drill appear more reasonable. The emphasis on the need for a large variety of skills would emphasize the need for drill to insure learning. All the laws of drill are still applicable.

Some needs if the Unit Method is to be successfully used

- 1 Reorientation of teachers. The teacher who uses the unit method will react quickly to the "time-consuming" procedures. The gains derived from the unit procedures must be balanced against the effort to cover "ground"

- 2 Rearrangement of the classroom. Movable furniture, class reference libraries, bulletin boards, audio visual materials and equipment become necessities

3. Aids for the teacher. The department and school must provide materials that would aid the teacher in organizing units. One such aid is the writing of resource units.* (See also page 45.)

4. And finally, a word of caution. Start slowly; do not try to use all of the procedures and suggestions listed above until you have had success with a few of the techniques involved in the unit organization.

Teacher's Pre-planning Unit on Political Parties

Problem What have political parties contributed to American democracy?

Duration 2 weeks

Description Although political parties were not provided for when the Constitution was written, we soon developed a two party system which has continued to the present. Throughout our political history, issues of government have been presented to the American people through choices between the major parties. At various stages, minor parties with special pleas, have arisen to influence the policies of the major parties.

The major parties have developed a high degree of organization which pyramid from the broad base of the thousands of election districts to its apex, the national committee. It has also been accompanied by the development of the "boss and the machine."

The evils of the political machine have led to several reform movements such as the city manager system, proportional representation, the direct primary, and the election of district leaders. Some communities have tried the initiative, referendum, and recall. National and state governments have endeavored to limit the expenditures of and contributions to political parties as well as the participation of government employees in election campaigns.

Experience has emphasized the need for civic awareness and participation by every citizen.

Desired Outcomes

1. Understanding

- a. The contributions of the two party system to American democracy

* Suggestive and helpful are the Resource Unit Problems in *American Life*, published by the National Council of the Social Studies "The resource unit is a storehouse from which a teacher may draw both (1) information and (2) suggested methods from which to build a teaching unit to be used in a specific class" The Council also publishes a pamphlet, "Using a Resource Unit" by I. James Quillen. See, also, *Social Education* March, 1951, for an article by Loretta E. Klee on "How to Do Cooperative Planning"

- b The contributions of *minor parties* to the development of the United States
 - c The functioning of political parties
 - d The operation of party machines and their influence on government
 - e The reforms which attempt to reduce the power of the political machine and increase that of the voter
- 2 *Skills*
- a In securing and interpreting information on political issues
 - b In understanding the commonly used terminology of politics
 - c In forming judgments on political matters

Attitudes

- 1 An appreciation of the contribution of parties and politicians
- 2 An intense interest in the political problem of the community and nation
- 3 A desire to take an active part in the political life of the community

Starting the Unit

- 1 Should a new nation wide political party be organized?
 - a Do the major parties present sufficient alternatives to the voter?
 - b Do the legislators adequately carry out the party platforms?
 - c What problems does a new party face when it starts to organize?
 - d Can democracy survive with more than two major parties?

Suggested Experiences

- 1 Making a chart which describes the issues in critical presidential elections and the attitude of each of the major parties, in gubernatorial elections, in municipal elections
- 2 Conducting a Town Meeting—Minor parties have been necessary for the political health of our country
- 3 Constructing a diagram to show how political parties work through committees in local, county, state and national governments, showing the relationship between the committees. The discussion should emphasize the work done by each committee, the significance of each committee in terms of routine party work, and the importance of these committees in good government
- 4 Writing to party headquarters or visiting party headquarters to secure party platform, campaign literature, posters slogans. A class committee to interview eligible voters to find out whether they voted in the primary and regular elections, the reasons

for failure to register and vote Do they know what the issues were in each?

- 5 Arrange an election in class to illustrate proportional representation or preferential voting
- 6 Make a bulletin board display of materials used by political parties—political speeches, cartoons, posters, slogans, party publications, radio and television programs
- 7 Debate—Party bosses and patronage are the prices we must pay for political parties
- 8 Report—Have cities and states which have initiative, referendum and recall improved their politics and government?
- 9 How have organized civic groups influenced political parties?
 - a employer groups, labor unions, farmer associations, professional associations
 - b patriotic groups, veteran organizations
- 10 Select 10 political leaders Show the effects they had on the politics and issues of their times

Culminating Activities

- 1 Forum—What is the high school student's share of responsibility for democratic government?

Bibliography should include the use of several available texts and special reference to books like Kent—*The Great Game of Politics*, Farley—*Behind the Ballots*, Steffens—*Autobiography*, Orth—*The Boss and the Machine*, Buck—*The Agrarian Crusade*, Hicks—*The Populist Revolt*, and other available books, pamphlets and magazine articles

DEFINITION

The term "core curriculum" is sometimes used to describe various procedures and curriculum patterns, which differ in some respects from one another. It is also sometimes referred to as the "experience" curriculum. As commonly used, the term 'core curriculum' or 'experience' curriculum refers to a program based upon the utilization of the interests and experiences of pupils, and the organization of material without any special emphasis on the usual logical arrangement of specific subject matter or content. The *Encyclopedia of Modern Education* states that the "core curriculum generally implies a main, basic, or central course, required of all or nearly all students, in which the topics or problems are selected without regard to subject matter lines. There are two well defined types of core curricula depending upon the criteria by which the topics or problems are selected. In one, the selection by adults of essential matters for pupils to learn dominates the internal organization. This core is sometimes called unified studies, survey of cultures, culture epochs, areas of living, social living, and broad fields. In the other type the problems grow out of pupil needs and are selected cooperatively by pupils, teachers, and others intimately connected with the learning group. Since this latter core approaches the experience curriculum in qualitative learning and democratic management, it is sometimes called the experience or guidance core.

"The schools have always had a core curriculum under various names and organizations—As the curriculum expanded the core in the elementary schools became the 3R's, while the secondary school offering was divided into required and elective subjects.—The newer emphasis upon the core idea comes from two groups of educators: first, those who want a new essential body of knowledge more in harmony with the present needs of students, second, those who want a flexible process of learning rather than a body of knowledge as the operating center.—Theoretically the core should affect all aspects of the curriculum, but in practice this is not true. Pupils may have a subject or experience core for two hours, and spend the remainder of the day

in learning the traditional subject matter of academic subjects"*

J Paul Leonard in his *Developing The Secondary School Curriculum* mentions five characteristics of the core curriculum. These are (1) "It utilizes the problems of personal and social development common to all youth," (2) it develops these problems without reference to the traditional subject matter fields, (3) it "encourages the use of problem solving techniques to attack problems," (4) the core organization provides for 'individual and group guidance,' (5) it "provides for a scheme of organization around the core selected by the majority of the teachers of the school in relation to a dominant central purpose—that of developing social competence—and of developing the rest of the school program around individual interests and purposes supplementing the core work"

DIFFICULTIES

Teachers who have endeavored to work out a thorough-going or even a partial core or experience curriculum claim that it has decided advantages. They also point out that the introduction of the core or experience curriculum either in whole or in part encounters opposition from many sides. The teacher, for instance, must break down the students' prejudices for the familiar, traditional curriculum. The initial attitude of pupils toward the core curriculum may be one of antagonism, particularly when the experience curriculum is introduced in part of the school while the traditional approach is followed by the rest. The feeling of being different, the feeling that subject matter is not being learned with possible poor results in the usual type of examinations, the feeling that they are not moving with the crowd, are continually present. The only immediate way these difficulties can be met is for the teacher to explain frankly and earnestly the aims and the procedures of the experience curriculum and the advantages to be gained in attitudes actually acquired and skills really learned. Such an explanation will not end all reluctance and antagonism. It will have the effect, though, of preparing the students to receive the work of the first few weeks. Only with the passage of time and the growing interest of each student in the work of the class can an effective breach be made in the pupils' armor.

The core curriculum also meets with resistance on the part of teachers for it disturbs the security of conventional routine. It is a departure from the usual pattern and compels a reorientation of our thinking, planning, and teaching. Less emphasis is given to subject specialization. Subject disciplines lose their identity. A perplexing problem, not a subject area, becomes the center of attention. The idea that the class may meet for more than one class period—sometimes

* Rivlin H. N., ed., *Encyclopedia of Modern Education* page 187, consult also the articles on correlation, integration, and fusion.

two, three, or even more periods—frightens the teacher who is used to seeing different faces before him every forty five minutes or so. Finally, the breaking away from the textbook approach and the use and need for a great variety of resources and materials often not forthcoming are also causes for teacher opposition.

As far as the school administration is concerned, the problems raised by the core curriculum with regard to programming, evaluation of teaching and the necessary retraining of teachers, lead to further resistance. To these problems can be added the difficulty of providing the needed physical facilities peculiar to the experience curriculum. These might involve an adequate classroom library, movable furniture, audio visual equipment, and whatever other material the teacher, the supervisor or administration might be called upon to provide.

Perhaps the biggest problem facing the administration of the school is the need for greater liaison with the community implicit in the program. The community's lack of understanding of the core curriculum and its predilection for the traditional must be overcome if the teacher is to meet with success in trying out new procedures. This broad attack is necessarily the task of the school administration. It is particularly necessary in view of the closer relationship between pupil and teacher that results.

In spite of these problems, many teachers who have tried the core curriculum claim that it has decided merits. In New York City Midwood High School has conducted a curriculum experiment with a limited number of freshmen for several years with satisfactory results. A number of other high schools and junior high schools have experimented with an adaptation of the core curriculum idea with classes in English and Social Studies.

It is hoped that by directing attention to some aspects of the core curriculum teachers of the Social Studies who seek to experiment with this approach may be helped by the experiences of their colleagues.

INITIAL APPROACH

The immediate problems the teacher faces are the development of rapport, the establishment of routines and the getting of a project under way. Rapport may be developed in several ways: the sociogram, the interview, biographical reports, the inventory sheet involving socio economic factors, and whatever other methods the teacher has found workable in developing the picture of the student as a human being. It is left to the judgment of the teacher to determine the appropriate time for administering any of the methods.

PROCEDURE

The first days should be utilized in establishing the routine of the class. Where the program has been tried, it has been found advisable

to follow an agenda for the day and to maintain a log or book of minutes. The agenda for each day can be determined by a standing committee or by the class as a committee of the whole. The daily log is a cumulative record of each day's work which is written by the secretary for the day and presented for the critical approval of the class the following day. The teacher may grade the log as a part of the language arts work of the students.

The agenda of the day may include any of a variety of activities.

1 The teacher may feel that a developmental lesson on a particular phase of grammar is needed, or a socialized recitation on the merits of a particular attitude incident to the subject under discussion. The teacher should not hesitate to use any one of the established classroom methods or procedures outlined in Chapter II where applicable to enrich the experience of the pupils.

2 A committee has encountered certain facts or opinions in the course of its studies that it wishes to bring before the other members of the class.

3 Individuals engaged in different research may have encountered common problems, e.g., how to write a letter to a newspaper editor.

4 Individuals may differ on the use of the bulletin board and may wish to bring the matter before the entire group for decision.

5 The librarian may wish to discuss new acquisitions with the group.

Throughout, the unit of study should have as its fundamental aim the development of basic skills. Students should receive training in the following fundamental processes:

How to use a library

How to take notes and prepare outlines

How to write a report

How to interview a person

How to participate in a discussion

How to work cooperatively in a group, large or small

How to prepare and deliver a talk

How to evaluate a report for effectiveness and completeness

How to use a bulletin board effectively

How to use suitable illustrations, maps, graphic material

How to search an index catalogue or index volume

How these can be developed may be illustrated by assuming a unit of work, which might be called "I Nominate for the Hall of Fame—". In this unit the student is expected to select a candidate in whose activities, life, and contributions he is interested, prepare a written biographical report and an oral summary using as many reference sources as necessary, present the oral report for the critical approval of his classmates. The student is given assistance in developing stand-

ards of judgment in selecting the candidate of his choice through the discussion in class of such questions as "What is greatness?", and assistance in doing research through the cooperation of the school librarian. The latter may visit the class to explain the facilities of the library and the aid certain works such as the *Readers' Guide* may offer. The study culminates in the election of a small group of the nominees to the class Hall of Fame. As the research and reporting progress, the group develops and refines its own criteria concerning the characteristics of a good written report and a good oral report. A by-product of this activity may be a large poster entitled "How to Solve a Problem" which would highlight the essentials of the process. The displayed poster might include

Know your problem—What are you trying to find out? Get the facts—Where shall we get them? Are they the facts that help answer the problem?

Put the facts in order

Reach a conclusion

Act on that conclusion

THE FOLLOW THROUGH

As the first unit or topic nears completion and the students acquire mastery of essential skills, the teacher should begin to plan with the class other units of interest. As the proposals for study flow in, the teacher must exercise subtle guidance and direction to see that skills learned are applied by the students and to urge that those units of work most likely to result in growth and group cooperation are undertaken. After discussion, the class, by majority vote, creates a list of units to be studied. The class then trains its sights upon the one unit that appeals to it.

Let us now refer to an actual classroom experience. In the spring of 1948, world wide interest was aroused by the United Nations Appeal for Children. This topic or subject became the unit for study. Group planning and organization resulted in an intensive study of "Hunger Throughout the World." Literature available through the United Nations and other organizations provided material for the initial outline of the problem. (It incidentally furnished an occasion for a developmental lesson in letter-writing.) With the initial outline of the problem before them, the students—admittedly with teacher guidance—saw the vast scope of the problem and realized the necessity of breaking up the topic into more easily handled sub-topics. Thus committees were formed to investigate the background, causes, problems and suggested solutions of hunger in China, France, Italy, Germany, and Poland. Students indicated in writing, with reasons, their first and second choice of committee. The teacher was thus able to make assignments to properly balanced committees. Student-

selected chairmen with the aid of the rest of the committee divided the subtopics and assigned particular areas for individual investigation. Individual committees, or the class as a whole, were allowed free use of library facilities at all times but with due notice to both teacher and librarian. Supplementary materials, available in the daily press and periodicals, were brought to class each day and distributed to pertinent committees. Important information would be used as a basis for the day's discussion. The teacher was called on frequently for assistance that only his experience and training could give.

Final committee reports, made up of the individual reports and compiled in booklets, were then presented to the whole class in various ways. One committee represented a "March of Time" program, another a "You Are There" broadcast, another, a series of imaginary news reports. Discussions that followed were motivated by a genuine desire to know and learn. Questions were searching. Comments were to the point.

Goals kept constantly in sight were the importance of keeping an accurate, correctly written log, correction of and drill in technical phases of writing, stress on good speaking, challenging of sources of information, intelligent listening and sharing of experiences, learning to work together harmoniously, setting criteria of self-criticism, and the development of a sense of responsibility to oneself as well as to the group.

As a result of information gathered, awareness of the plight of European children inspired the students to action. What could they do as citizens of the community? The group suggested several ideas on how money could be raised throughout the community. The principal method selected was the publication of a playbill for the school's varsity show. The program was designed by a class art committee, advertising space was sold to local merchants by a class "ad" committee, the printing of the program and of advertising contracts was arranged by a class printing committee, a statement on the purpose of the UNAC was obtained by a class editorial board. About \$500 was raised for the UNAC in this fashion, and, not satisfied with the results, a quickly formed refreshment committee added another \$70 through the sale of candy and soft drinks during the intermissions of the play. Every pupil participated in some fashion and to the best of his ability. The sense of satisfaction felt by each participant will not be forgotten.

It is quite obvious that the reporting period offers many opportunities for originality of presentation. Information may be compiled in a volume. Bulletin boards may be decorated to illustrate the reports given. A mimeographed fact sheet may be prepared containing those points the committee believes essential to the understanding of its efforts. This is distributed to the class the day before the reports are

submitted. It may serve as a source of information and as a basis for discussion in class and a basis for later testing. Reports are not read from prepared statements or compositions. The children strive for originality and zest in their presentations. These reports take many and varied forms. Town Hall discussion, March of Time program, "You Are There" program, newspaper publication, original drama, straight oral reporting, preparation of a series of slides on the topic, puppet shows, Author Meets Critic program.

The teacher is not merely another interested observer during these periods. In addition to active participation in the discussions, the teacher realizes that there are definite aims that may be served by the reports: application of skills, speech improvement, sharing of experiences and information, improvement in critical thinking, social skills and attitudes. During the report, the teacher and pupils are constantly on the alert to offer comments and criticisms on audience participation, presentation of reports, speech patterns of participants, questions and problems for further study.

After the committee reports have been presented, the class should discuss how the conclusion may be utilized. What practical problems faced by the boys and girls can be solved by the use of the materials and information so laboriously gathered and compiled? Not every unit lends itself to this. One experimental class suggested various concrete community projects to the principal at the conclusion of a unit on juvenile delinquency.

The work must be evaluated. The teacher will consider the extent to which growth has taken place in the children in the acquisition of skills, in understandings, in attitudes, in individual behavior patterns, in cooperative group living and in the degree of success in the realization of the purposes for which the unit was selected. Some teachers have evolved charts containing schemes for evaluating reports. Frequently, such a guide can be developed with the cooperation of the class and the pupils will adhere to objectives which they have set themselves. Generally, the pupil evaluation covers these fields:

Content

- Did the report contribute to the solution of the problem
- Were the goals of the study achieved
- Were both sides of the question presented
- Was the report convincing
- Were the illustrations helpful

Form

- Was there evidence of teamwork among committee members
- Was the form of the report suitable

Presentation

- Could the reporters be heard
- Could they defend challenged statements

teacher, the supervisor must be ready and willing to do all in his power to provide the necessary teaching aids to service varied activities

No matter what varied procedures, or techniques may be characteristic of the several teachers in a department, the department as a whole should endeavor to assist teachers in the following ways

- A Arrange for the acquisition of needed materials
 - 1 Class Libraries
 - 2 Audio-visual equipment and program.
 - 3 Professional books and magazines for teachers
 - 4 Arrange trips for children, visits of outsiders
- B Arrange for changes in the physical appearance of rooms
 - 1 Display cabinets
 - 2 Tables and movable chairs
 - 3 Bulletin boards, radio-phonographs
 - 4 File cabinets
- C Arrange for the training of teachers
 - 1 Conferences—group, individual
 - 2 Invite experts to discuss new methods, ideas, and procedures
 - 3 In service courses
 - 4 Provide for inter visitation within the school and outside of it.
 - 5 Arrange for pupil teacher assistance with local colleges
- D Arrange for a standardized and a continuing testing program.
 - 1 Tests for Reading and Comprehension
 - 2 Test for Social Studies Abilities
 - 3 Tests for Civic Beliefs
 - 4 Other tests deemed necessary by the teacher
 - 5 Effective use of test results
- E Explain goals, techniques and methods to parents and students
- F Lighten the loads of teachers conducting classes on an experimental basis
- G Arrange for necessary revisions and modifications in the course of study and syllabus
- H Experiment with and develop new and different means of evaluating the progress of the pupils and the department.

Intelligent planning gives us a head start but it is not enough. The personality and character of the teacher, the atmosphere he creates, his ability in handling situations which arise, his skill in questioning, and his efficiency in class routine, are all factors in determining the fruit his plans will bear.

I PERSONALITY AND CHARACTER OF THE TEACHER

Personality and character help explain success or failure in the classroom but it is not always easy to say that this trait or that one is essential. It is the whole man that counts. The gentle inefficiency of a Mr. Chips is regarded with affectionate understanding, in a Sad Sack it brings forth catcalls and flying board erasers. Girls will curl their lips at the same drab dress Miss Jones wears every day, they would go through fire and water for Miss Smith who looks like a layman's caricature of an old maid schoolteacher. There is a "something" in each of us that attracts or repels and that "something" is the product of our physical and cultural inheritance, experience, and philosophy. That is why it is difficult, if not impossible, to set out deliberately to acquire a personality without being spotted as synthetic. Students are quick to put their finger on affectation and insincerity. First and always we must be ourselves.

Being ourselves does not mean indifference to our weaknesses. If the motivation for correcting them is honest, the changes in our personality will be authentic. In external matters, such as dress and speech, improvement is relatively easy. In matters of character, the changes, to be real, must arise from a re-evaluation of one's philosophy or from new experiences. In thinking through the implications of democracy for education, a teacher may come to the realization that his attitude, manner, and methods contradict his philosophy. A conversion takes place in his mind and heart and is reflected in a changed personality in the classroom. When a teacher listens to the tales his own children bring back from school, he may see his students differently. A teacher who has always looked at a class from the front of the room may get new insight when he serves as guidance counselor and this, in turn, will work wonders when he meets his class.

There are some defects about which nothing can be done. Provided they are not serious enough in themselves to destroy one's value as a

teacher, their effect can be minimized by exploiting one's strength to the full. We cannot give a person a sense of humor, for example, but integrity, enthusiasm, and a professional attitude toward one's work will help compensate for its lack.

The following qualities are assets in a teacher.

A Good appearance Whether we have been blessed by nature or not with physical attractiveness, we can make the most of our appearance.

We can stand straight and move easily and quietly. Good posture and a graceful walk are not only easier on the eye but also better for our health.

We should dress neatly and in good taste. We feel better when we look well. Our students take pleasure in seeing us well-dressed. And, as a by-product, we may help our students to evolve proper standards of dress for themselves. To be well-groomed is the first requisite. No one need be told the importance of neat hair, shoes shined and spotless garments, but occasionally, someone is careless or absent-minded. If so, he should make a check list as to hair, fingernails, teeth, shoes, handkerchiefs, ties, and the like, and check it daily until the routine becomes automatic. It is also important to be dressed appropriately, neither too casually nor too formally, in accordance with standards of good taste in the community. Blue jeans may be acceptable in a one-room school in the mountains of Arizona but they are definitely out of the picture in an urban area. Within the limits of his salary, his obligations, and good sense, the teacher should have a variety of clothes. We all like a change of scenery and we all like to see something new once in a while.

B Pleasant and effective voice A clear, resonant, well-modulated voice is easy on the ear. Proper training in the use of the voice, its placement and pitch, will help in eliminating such weaknesses as nasality and a monotonous drone. To a large extent, however, the quality of our voice is the reflection of our philosophy of education and the result of our methods of teaching. If the discussion is a shared experience in which teacher and students are thinking things through together, the tone will be pleasant and conversational, in contrast to the decided voice of the authoritarian laying down the law, or the affectation of an actor playing to an audience, or the expository note of the lecturer. A good teacher need not raise his voice; the weak teacher is frequently tense and his voice gets a metallic edge—he may lose his temper and scream and shout. The weak teacher usually talks too much, thus compounding his difficulties. If teachers would use their voices properly, and only when necessary, throat trouble would no longer be an occupational disease of teachers, there would be less strain on students, and the learning process would be facilitated.

C Good manners Although historically good manners are associated with aristocracy and with the wealth and leisure needed for conspicuous consumption" they are basically an aspect of democratic relations, in that their essence is consideration for others. Courtesy demands that we listen to one another attentively and that we do not interrupt. We do not shout at one another. We say "Please" and "Thank you." For practical reasons we have dispensed with some of the amenities in the classroom such as having the class rise when an older person enters the room but a lesson in good breeding will not be lost on the class if, for example, a man teacher gets up when a woman comes in. The niceties of etiquette are a matter of training. Conventions can be learned. The graciousness which informs true breeding however, comes from the heart.

D Vitality Some persons who lack physical well being have, nevertheless, a vital spark which sets hearts and minds afire. For most of us, vitality is a matter of physical vigor as well as temperament and an exciting interest in our work. If we go into the classroom full of energy, feeling that we are on top of the world, and "raring to go," our animation and enthusiasm will be infectious. If we are tired, dull, spiritless, teaching is sheer drudgery and learning is difficult. No one should go into teaching or stay in teaching if he hasn't the necessary vitality.

E Integrity We must be true to ourselves if we are to keep faith with our students. Nor can we fool them easily. They are quick to recognize the poseurs who put on an act to win their favor, the exhibitionists and the ambitious who put on a show for visitors, and the lazy person who soldiers on the job. It is amazing how often they see through the tricks of those who hope to exploit their immaturity for ulterior purposes. On the other hand, most students, even the cynical, respect the teacher whose sincerity is "all wool and a yard wide," who does his job to the best of his ability, and who makes no compromise with expediency. Integrity of mind and spirit is absolutely essential on the part of the teacher if he is to be of real help in the learning process and in the functioning of democracy.

F Objectivity, Balance, and Perspective We cannot develop objectivity in our students unless we ourselves can view persons, situations, and ideas objectively. There is no place in the classroom for prejudice, bias, "slanted" judgments. Every point of view must be presented fairly and fully. A failure to present a situation impartially is as apt to arise from ignorance as from intent. It behooves each of us, therefore, to be very humble about what we know, and to listen carefully to others. Objectivity, combined with balance and perspective, is the hallmark of the ideal scholar in the social studies and a prerequisite for intelligent citizenship in a democracy.

G Democratic attitude It is not enough to pay lip service to democracy. We must feel it in our bones. A teacher who is domineering, who constantly says "I want you to do this," "I want you to do that," who regards a difference of opinion as impertinence, and who demands respect not because of his value as a person but because he is in authority, does not belong in a classroom in a democracy. Teacher and students are engaged in a common adventure—it is "we" together, not "I" against "you."

Respect for the individual is a fundamental tenet of democracy. The teacher must be concerned for each student as an individual. We are not teaching thirty-five or so cards in a marking book, we are teaching human beings, each one different, each one entitled to consideration as a person. Teachers who take most of the term to learn their students' names (and sometimes do not even know them then) and who pass them by in the hall without a nod are giving an outward manifestation of their failure to appreciate their students as individuals.

H Sense of Justice Students appreciate a teacher whose standards of conduct and work are reasonable and who applies them to everyone alike with even-handed justice. They resent the teachers who play favorites, the ones who are too "easy" and the ones who are too "hard," and those who are unpredictable either because they are easily swayed by the emotion of the moment or because they just don't care. Fair play is necessary not only to win the respect and cooperation of our students but for itself as a fundamental aspect of the democratic way of life.

I Sympathy and Patience If each boy and girl in a class is important to us, if we want to know what makes each one tick, if we try to see a situation from their point of view, they will respond to our understanding and sympathy. If our concern is real and deep we will have whatever patience is necessary to deal with the situation.

J Imagination and Sense of the Dramatic Although teaching should not be acting in the sense of putting on a performance, the good teacher usually has something of the actor in him. He has imagination. He becomes absorbed in what he is doing and forgets everything but the job at hand. He expresses himself vividly and forcefully. He has a sense of timing—he knows when to talk, when to pause, and when to keep still. A prosaic soul who works conscientiously and presents his material clearly and logically may be a reasonably competent teacher but without that imaginative spark he can never be an inspiring teacher.

K. Good Humor and a Sense of Humor An agreeable, cheerful manner makes life easier for our students and for ourselves. We do not want to be either a Pollyanna or a Scrooge. Good humor must

come naturally. If we are in good health, if we take the world and its troubles in our stride, and if we enjoy our work, then will we face our class with a pleasant face.

A sense of humor is needed also. A person with a sense of humor sees life in perspective. He has dignity but he doesn't stand on it. He can laugh at himself. Frequently there is good natured banter back and forth. He "kicks" them a bit, with a twinkle in his eye. If he indulges in puns, he quips at his own "corny" humor. Although the truly witty person is rare, many of us come up with an occasional *bon mot*. A sense of humor cannot be acquired. There is nothing more painful than a sobersides humorlessly trying to inject humor into a lesson. There are persons, however, who have a latent sense of humor which should be brought to the surface. Through experience we learn when to be serious and when to lighten the discussion.

Sarcasm has been called the sour cream of wit. It is rarely, if ever, justified in the classroom. No one enjoys a cutting remark, tinged with malice, when directed at himself, and teen-agers are particularly sensitive. In addition, it is sometimes based upon an effort to get a laugh at the expense of others. It is anti-social as well as cruel. If we cannot be kind and witty at the same time, it is better to be kind.

L. Poise Adolescents need a sense of security and it helps them to have a well-poised teacher who creates an atmosphere of confidence and well-being. If we are well-adjusted as persons, and if we know what we are doing, we will handle situations which arise, quietly, without getting flustered. Those who lack poise will acquire it if they remedy the conditions which make them nervous and ill at ease. Poise must not be confused with the self-assurance of the thick-skinned who are unaware of their inadequacies. While the good teacher is sensitive to his shortcomings, the knowledge that he is doing his best and the hope that each day he may be getting closer to his goal give him the courage and the balance to face situations calmly.

II CLASSROOM ROUTINE

Students like the sense of "being at home" that a room with established routine gives them. If physical and mechanical matters are handled efficiently, there is more time for learning. Students need training in good work habits. For these reasons a well-ordered room is important.

A Physical Aspects of the Room A well-ventilated, properly lit room is essential to health. Clean floors, neat bulletin boards, and the like, appeal to one's sense of order and set a good example for students. Artistic decorations, plants, and flowers, add a note of beauty. Frequently, the decorations can have educational value as when historical pictures or attractive book jackets are used. Maps, globes, and charts mark the room as a social studies classroom. In all these

ways we can make the place in which we work a pleasant one. It should not be necessary to add that decorations, charts and bulletin boards need to be changed with reasonable frequency.

B Efficient Procedures Material should be ready. Assignments, when prepared in advance by the teacher, should be mimeographed, if possible, otherwise they should be written on the board before the period. Boards should be clean, ready for use, chalk out, and illustrative material at hand.

The teacher should take attendance himself because it is a matter of official record. Most schools use a seating plan, such as the Delaney book, with its cards arranged according to seats. It takes but a few seconds to turn over the cards of the absentees. Efficient teachers use the same cards for entering marks and save themselves a great deal of clerical work.

In handing out and collecting papers, it is important to establish an efficient routine. Some teachers ask that papers be passed back or passed forward. The papers frequently get stuck in the middle and the students' poking of one another encourages disorder. If the first student in each row or the student at the table hands out the papers and the last student collects them in the order in which the students are seated, it usually takes less time and the teacher can be reasonably sure of having his papers in the same order as his Delaney cards. As in most matters, each of us should try out different procedures to see which one works best in our particular set up.

Sometimes there is material such as statistics or a cartoon written on the board which will be needed at some time during the period or which can be used for more than one class. It is wise to put these on a side board or over to the side in front so that the front boards are free for outlining, spelling a name, or the like. Teachers who use a student secretary to write notes on the board should also use the side board so as not to distract the class. If, in developing the outline on the board, there is no more room at the front, it is better to erase what has been written than to go to the side or the back where students will have to twist themselves back and forth to see the board and copy the notes.

Efficiency saves precious time and contributes to good order

C Good Work Habits We should take it for granted that students will get to class on time, take their seats quietly or join their committees as the case may be, have their books, notes and assignment sheets on their desks, ready for action when the bell rings. Whatever the procedure for taking notes, they will follow it as a matter of course. When the last bell rings they don't jump up and leave the teacher flat, they are courteous and wait for the signal that the discussion is over.

If we are to develop good work habits we must set a good example

A teacher who gets to class late or sits at his desk, shuffling through papers, taking his time, cannot expect his students to be prompt. If he wants the class to wait to be dismissed at the end of the period, he must be considerate of them too and not keep them past the bell when they have other obligations.

It is a pleasure to go into a room where everything moves smoothly without confusion or strain.

III THE ART OF QUESTIONING

Through skillful questioning we can arouse curiosity, motivate the search for knowledge, challenge the mind, stimulate the imagination, and help students clarify their ideas. The effectiveness of the assignment and the quality of the discussion depend to a large degree on the nature of the questions, their sequence, and the handling of the answers.

A Nature of the Questions The kind of questions we ask depends upon the kind of answer we want. If we are after facts, most of our questions begin with "What," "When," or "Who." If our concern, on the other hand, is with ideas or relationships, "How?" and "Why?" are heard frequently.

Some teachers ask a series of fact questions before getting to the thought questions involved. Others consider this time-consuming and dull. Nothing is gained by having students repeat facts from memory or read them aloud from a book. Many good teachers rely on the students' having the necessary facts in front of them in their texts or notes, or they jot them down on the board, or they include the fact in the question, as the case may be. Where a few facts are needed, as in the case of laws and treaties, it is efficient to write them quickly on the board. No time is spent getting the facts. They are there for the class to see, ready for interpretation. Putting the facts into the question, where possible, also avoids "teeth pulling" and makes for artistry. Perhaps we have been discussing the evolution of political democracy in England. Instead of asking "When did the next advance occur?", "Who was responsible for it?", "For what did it provide?", it is better to ask directly "Why did Disraeli, a Conservative, father the Act of 1867 giving the city workers the right to vote?" Note that the "when," "who," and "what" are all included in the question. Time is saved. Interest is centered on the important idea. Fewer questions are asked thus putting less strain on the teacher's voice and allowing for more student participation.

When the answer to a question involves a series of facts, or ideas a common fault is to ask repeatedly, "What else?", "One more?" Here too the fact or idea should be included in the question and not left to haphazard recollection. Let us say that we are analyzing the weapons the employer has used against labor. Instead of the constant

"What is another weapon?" we can introduce each weapon in an appropriate question e.g., 'Why did the blacklist make it hard to organize a union?' Why do many leaders of organized labor consider a good company town like Endicott-Johnson unsatisfactory to the worker?" and the like

Fact questions call for brief answers, sometimes for but one word or phrase. At their worst they degenerate into guessing contests e.g., "Would you say more than one-half or less than a half?", "Did Congress pass the bill, yes or no?" One word answers encourage shouting in chorus, in itself a contradiction of our aims to weigh evidence carefully and think for one's self as an individual. Thought questions, on the other hand, require reflection and usually demand sustained answers. Instead of a "recitation" they make for fruitful discussion in terms of significant experience.

B Scope of Questions In the laudable desire to ask "big" questions some teachers ask questions for which the class is not yet ready. The discussion gets bogged down and, even if the teacher extricates himself with skill, time has been wasted. We must build a solid foundation, brick by brick, before we are ready to view the edifice as a whole. Usually we should not call for more than one or two points in the chain of reasoning at a time, except as a summary. If we start out with "Do you agree or not that when we buy a share of common stock in a large corporation we surrender definite rights for indefinite returns?" the discussion can get tied up in knots because the many concepts involved need to be clarified and clinched. On the other hand it makes an excellent summary question once the spadework has been done.

C Wording of Questions The wording of questions is more than a matter of correct English and felicitous phrasing. It determines in large measure the response we get.

The following qualities are characteristic of good questioning.

1 Clear and definite The meaning of a question must be clear. If it is vague or ambiguous there will be no answer at all or something wide of the mark. "How does a freight car differ from selling shoes?" will elicit a puzzled frown or some wild guess as to the difference between rolling stock and walking stock, dumb cattle and irritable customers, whereas 'Which has relatively higher overhead costs, a railroad or a shoe store?' focuses attention directly on the point at issue.

One question at a time is enough! Multiple questions such as 'How does communism differ from socialism and why did Russia go communist?' confuse students by asking them to think in two directions at once.

2 Succinct Many an otherwise excellent question is spoiled by excess verbiage. This wastes time and dissipates interest. Wordy in-

introductions are unnecessary e.g., "The other day I came across this item in a book I was reading and I thought you would be interested in hearing it and telling me what you think of it," whereas the reading of the item with a "Do you agree?" is enough. Nor need we announce that a question is important—we assume that if we ask it, it is important, if it isn't important it should not be asked. Some teachers preface a question with an exhortation to think e.g., "Now I am going to ask you a difficult question. You must think. Now think hard." This, too, should be blue penciled. Whether it is easy or hard will become apparent in the asking and, needless to say, we cannot think just because we are urged to do so.

Having eliminated verbose and useless introductions, we should make sure that the question itself is succinct. Instead of "What in your opinion do you think is the reason why it has been said that the House of Lords really committed political suicide when the House of Lords voted for the Parliament Act of 1911?", a simple "Why may we say that the House of Lords committed suicide when it voted for the Act of 1911?" will do the trick in nineteen words instead of thirty six.

3 Objective Questions should be worded so as to encourage independent conclusions. No question should be based on a premise that is a matter of opinion, even if that opinion is close to unanimous. The leading question is the crudest form of "slanting" an issue since it deliberately puts the answer into the student's mouth e.g., "Wouldn't you say that the Germans deserved a Hitler?", 'There was nothing else the United States could do, was there?' This is also done, wittingly or not, in less obvious ways. 'Why was Washington a great man?' takes it for granted that he was great. 'Why did the League of Nations fail?' assumes that it did fail. 'What was the most important result of Jackson's veto of the Bank?' is based on the premise that results fall into a not to be questioned hierarchy of importance. Greatness, success, importance are matters of opinion determined primarily by our standards and values. If we are to be truly objective no assumption can be immune from question. "Was Washington a great man?" 'Should we write the League down as a failure?', give students a free choice of answers, not one delimited by the wording of the question. Instead of or in addition to asking for the student's opinion we can ask for the opinion of others e.g., 'Why do most Americans consider Washington a great man?' "Why did Franklin Roosevelt consider the New Deal necessary?", 'Why did his opponents refer to him as 'that man'?' In this way the student is forced to think through the factors which determine opinion, giving him experience in checking accuracy, evaluating logic and appraising the basic standards by which we judge men, events and ideas.

We must not inject bias into our questions through emotionally

charged words, "good" or "bad." If throughout our discussion of Franklin Roosevelt's plan to reorganize the Supreme Court we refer to it as his "court packing scheme" as though that were its commonly accepted designation, we build up the 'bad' picture intended by its opponents. To insure a fair presentation of the issue we might ask, "Why did its opponents call it a 'court packing' scheme?" "How did its supporters answer the charge?" "What are the facts?" "Why the difference of opinion?"

4 *Natural, vivid, challenging* If we talk as in ordinary conversation the atmosphere is free and easy. If at a given point "How about the oil treaty with Mexico?" follows logically from what has been said and its meaning is clear from the context, it would be pedantic to put it into a complete sentence. We want to avoid the classroom odor of stilted speech.

Being natural, however, does not mean talking the way our students talk, should their way be alien to us. Out of the mouth of a white-haired lady "gyp" may sound like a vulgar affectation, when used by a younger person in an appropriate context, many would not find it offensive. To preface a slang expression with "as you would say" is condescending. We must set standards of breeding and good taste without being stuffy about it.

A colorful phrase, a dramatic touch help get a question across effectively. "Why did Japan fear Russian expansion in Korea (in the 1900's)?" is clear and definite but "Why was Korea called a dagger pointing at the heart of Japan?" has the added advantage of an imaginative twist which gives a vivid picture of the situation in a flash.

5 *Group oriented* No matter what the procedure, it is good practice to put the question first, to ask "Why, Mary?" not "Mary, why?" In the old fashioned recitation the purpose is to hold the attention of the class—no one knows who will be asked to answer the question. Where the emphasis is on group discussion it is natural to throw out a question for consideration and not to address it to any one individual.

The frequent use of "I" reflects a lesson hearing philosophy and an authoritarian point of view. "Give me your conclusions" implies that the student is answering the teacher's question as an individual to be marked instead of as a member of a group considering a problem. But when we ask, "What conclusions can we draw?" there is tacit recognition that teacher and class are working together toward a common end.

6 *Adapted to the ability of the students* In an honor group we may ask about the "bourgeoisie," for example, and expect it to be part of their vocabulary. For slow students it is a "jawbreaker," an unnecessary obstacle to learning which destroys interest and creates a sense of frustration. "Conflict" is in the vocabulary of the average

and better student. The slow student may understand it too but he has to translate it mentally into "fight" before he gets the meaning of the question. To teach students to think clearly and to make life meaningful to them is difficult enough without interposing sesquipedalian hurdles.

While the need for one-syllable words for the slow learner is generally recognized (at least in theory), many teachers assume that the comprehension of honor students is on a graduate level. Experience teaches us our error. There have been honor seniors who couldn't define "loot" and who were fazed by "vitally affected." In wording our questions for them our problem is to enrich their vocabulary without interrupting the logical development of an idea or the flow of discussion.

7 Free from mannerisms Some of us have mannerisms such as starting a question with "Now," "Now what do you think?", or with "Class," "Class, why did it happen?" In its nature a mannerism is something of which we are unaware until called to our attention. To rid ourselves of such a habit requires constant vigilance.

D Sequence of Questions To achieve clarity, coherence, and unity questions must follow one another logically, each one developing naturally from the previous one (See Chapter II).

E Distribution of Questions The problem is twofold, to get every student in the class to take part in the work and to give each student a challenge he is able to meet.

If we leave it to volunteers the aggressive student takes over the discussion and the retiring one gets lost in the background. If volunteering is taboo the atmosphere is artificial and strained. The skilled teacher calls on both volunteers and non volunteers. He doesn't allow any one student or a handful of them to dominate the lesson. When a normally shy boy raises his hand unexpectedly he is quick to call on him to give him encouragement. He directs the easier questions to the slower students. When difficult thinking is involved he lets the brighter ones take the lead and then checks with the slower ones as to their understanding. In this way every one takes part, each according to his ability.

This problem is a crucial one in socialized procedures, whether in a limited aspect such as having students stand up when they have something to say with the floor going to the first one to rise, or a completely student controlled discussion. With good training students will learn to give the fellow who speaks seldom a chance but that still leaves the one who will never say anything unless prodded. Some teachers modify the procedure to the extent of occasionally calling on a student who has taken no part in the discussion. Others rely on private talks out of class to find the "why" of the situation and to remedy it. In any event, we have to weigh the advantages of in-

formality and encouragement to interclass criticism against the possibility that the modest student and the weaker one will lose out.

F Handling of Students' Response It is not enough to ask a good question. We must know what to do with the answer whether it be thoughtful or half baked, pertinent, or irrelevant, conventional or unexpected.

Below are problems presented by different types of response and some suggestions for meeting them

1. *Good answers* Where it is a question of fact there is nothing that can be done with a right answer except to have it repeated but with answers to thought questions, no matter how excellent their quality, we must be sure that the student knows what he is talking about and that the rest of the class understands it too. The only way to find out is to question further.

Students, especially those who talk fluently, sometimes hit upon the right combination of words without grasping fully their implications. Skillful cross-questioning will ascertain the individual's degree of understanding, and, at the same time, will help clarify and clinch the ideas for the class e.g., "What did you mean by calling China a 'backward country'?", "Why did you mention her opposition to western ideas?"

It is obvious that we should not ask for the repetition of the answer to a thought question—the act of repetition is in itself a denial of thought. To insure mastery we can ask for the same ideas but from a different angle or in different words. A student, let us say, has given an analysis of the power of committees in Congress. We might then ask the class, "Do you agree or not that the committee system makes Congress just a rubber stamp?" "Why?" In this way they are forced to reconsider all that they have heard and their response will indicate the extent to which the ideas got across.

A common fault against which we must guard ourselves constantly is to repeat students' answers. If our questions elicit sustained answers there is less temptation to do so but even there we must be alert.

2. *Inaccuracies* By insistence on accuracy we build up respect for truth. Carelessness in the use of facts should be checked on the spot. The way we do it, however, depends on the importance of the particular fact to the matter at hand. If in the course of an answer the statement is made that Congress authorized an immediate *ten* billion in Lend Lease, it is sufficient to interject quietly, parenthetically, "*seven* billion." The student will correct himself quickly and continue with what he was saying. Here the exact amount is irrelevant to the main argument and so the correction should be made as unobtrusively as possible without disturbing the flow of thought. It is another story, however, if the statement is made that Franklin Roosevelt gave Lend-Lease without consulting Congress. This error in fact could result

in a distortion of history in respect to the part played by Roosevelt in World War II and his role in democracy. It must be nailed down emphatically. Other students may be asked to correct the error or the class might check the statement against the facts as given in their textbook. A question about the long debate in Congress over Lend Lease would help clinch the importance of accuracy as to this point. Let us say that when the error is called to his attention the student says that it was a slip of the tongue, that he meant the destroyer-naval base exchange. He should then be questioned as to the differences in the two situations to stress the need for getting our facts straight before we have a right to an opinion.

Omission of facts is equally serious. Let us say that a student gives the Marshall Plan as evidence that the United States was responsible for the "cold war." He should be cross questioned to bring out the facts that at its inception Russia and her satellites had been invited to take part, that they had refused, that Czechoslovakia had said "Yes" one day and "No" the next after a telephone call from Moscow. If he continues to deny the facts he should be given an assignment to check them in original documents. At this point a discussion of authenticity would be worthwhile.

In each instance the teacher must judge whether the error warrants a casual correction or extended treatment depending upon its importance and the amount of time at his disposal. "Try to remember" is a useless injunction. To go from student to student in an effort to get a correct statement of fact is deadly dull and of no value educationally. The teacher may make the correction himself, if it is a minor one, or have the class consult textbooks or notes. In matters of omission cross-questioning can be effective, as indicated above.

3 *Inadequate answers and muddled thinking* Where a student looks blank or where he has failed to think through a problem or where his thinking is confused, it is our job to help him get straightened out. The weak teacher goes on to another student or, in desperation, gives the answer himself, the good teacher meets the challenge.

If the student hasn't gotten the point of a question, rewording it may help. To personalize the situation is frequently effective e.g., if the response to "Why did Hitler attract many of the unemployed?" is unsatisfactory it may make it clear to put it this way "It is 1930. You don't have a job. Hitler comes along. Why do you listen to him? What does he have to offer?" Another useful device is to put the situation in the negative. Let us say that the student has difficulty with answering "Why do many persons think the United States made a mistake in applying the Neutrality Acts to the Spanish Civil War?" If we follow up with "Suppose the United States had not done so. What would have happened?" he may then see the connection between the events.

Where the answer is confused we must first identify the source of the trouble. If it is a question of fact, inaccuracies and omissions should be corrected as described above in section 2. For muddled thinking the Socratic method is the usual treatment as in the following example.

Quest "Why did Southern planters back the low tariff of 1857?"

Ans "They wanted to sell to England"

Quest "If you were a planter to whom would you sell your crop?"

Ans "Wherever I could get the best price"

Quest "Will England pay any more for cotton than New England?"

Ans "No No one pays more than he has to"

Quest "Then why was your answer unsatisfactory?"

† *Unexpected response relevant to the topic* Unless accuracy or precision of thought is involved, the good teacher does not insist upon a particular phraseology nor does he foist his pattern of thinking on the class, willy nilly. Provided it is pertinent, he works an answer or a student's question he had not foreseen into the discussion without destroying its general framework or its unity. If necessary, he rewords pivotal questions and rearranges their sequence. And sometimes it turns out better than his original plans!

5 *Digressions* Students sometimes go off on tangents and ask questions or make comments irrelevant to the problem under discussion. No matter how interesting or how valuable it would be to pursue the question it is rarely wise to do so. It may be enough to point out briefly that it is out of order and that it will be taken up later or that we will be glad to discuss it with the student after class. In some instances it is worthwhile to have the student and the class explain why it is not germane to the topic, both as a lesson in logical thinking and as method of clarifying the topic itself.

G *Summary* With conscientious care we can acquire good habits, eliminate repetition of answers, and learn some useful tricks. With or without help we may work out good pivotal questions. To a large degree, however, the skill with which we question in the classroom depends upon thorough grounding in subject matter, ability to think clearly, objectivity in approach, a sense of timing, the ability to evaluate the importance of ideas, speed in reaction, and imagination.

IV STUDENT PARTICIPATION

The test of our effectiveness is the extent of the response we get and its quality. When students are inattentive and their answers inadequate, the weak teacher blames it on their "dumbness," their parents, their previous teachers. There are extreme cases requiring the attention of a trained psychiatrist, there may be instances when the mores of the community or of the school may militate against

learning. By and large, however, when things go badly, the question is "What is wrong with me?", not "What is wrong with the class?" If students are slow or inarticulate the good teacher doesn't rail at their stupidity or wring his hands in despair. With patience and ingenuity, he finds the way to get their interest and to help them respond to the best of their ability. At the other end of the scale the good teacher doesn't complain that honor students "aren't what they used to be." He neither underestimates their potentialities nor overestimates their understanding and maturity. He provides the stimulus to which they respond in full measure. "From each according to his ability" is his criterion of success.

Below are ways in which we can judge the degree to which we are achieving maximum participation in our day-to-day work.

A Conduct of the Students In a well-ordered classroom students know what to do and do it quietly and well without needing a reminder.

Courtesy is the mainspring of their conduct. When they have something to say they face their classmates and speak so as to be heard. Whether they stand or not depends on the physical set up of the room and the size of the group. In the conventional room with its rows of seats and desks it is good manners to stand up so that everyone can hear but where there are tables and movable chairs arranged in a horseshoe, this may not be necessary. When someone else is speaking they give undivided attention. They don't interrupt, wave their hands to attract attention, or call out answers and create confusion. In a small committee they may dispense with the formality of raising hands or standing up to indicate that they have something to say, in a large group they recognize the need for some kind of "traffic regulation" in this respect.

In a democratic classroom self-discipline is the goal. There is no place for the martinet or the drill sergeant. Students learn to do the right thing because it is the right thing to do and not because they are afraid of punishment.

In rare instances there are conditions beyond our control, but, generally speaking, the following factors explain why things run smoothly or not.

1 *Rapport between teacher and class* This is a complex of intangibles, the by product to a large extent of the personality and character of the teacher. If he has a sincere interest in his students, if he treats them with respect, they will respond in kind. An "entente cordiale" between teacher and class is a prerequisite to a pleasant, orderly atmosphere.

2 *Standards of conduct of the teacher* Not only must the teacher set a good example but he must also hold his class up to high standards. He expects every student to be completely absorbed in the

matter at hand. He doesn't ignore or condone slouching, inaudible answers, answers directed to him instead of to the class, calling out, or interruptions. Quietly but firmly he insists on good manners and consideration for one another.

3 *Interest of the students in what is going on.* Students may do their best because they like a teacher and they respect his high standards of conduct but in spite of themselves they will "woolgather," yawn, and "doodle" if the work is not interesting. Where there is an actual personality conflict or where the teacher is careless about conduct, the disorder may take extreme forms such as whispering, doing other work, and leaving the room in a steady stream. The slightest inattention on the part of any student is a danger signal. If it is apparent that he is the exception we need to worry about him more than about our teaching. If it is more general, it behooves us to re-examine what we are doing to find out why it is not getting across as planned. While the interest of the class does not insure good behavior, lack of interest is the most usual cause of disorder.

4 *Teacher's handling of situations which arise.* In his attitude and manner the teacher sets the tone of the class. It is important that it be the right tone from the very first day. Mistakes can be corrected but the longer one waits the more difficult it is to do so.

Routine procedures should be discussed with the class early the first week. They must understand clearly what is expected and why. As the basis for this discussion suggestions for the term's work might be mimeographed. Another device for motivating discussion and clinching ideas as to routine and standards of conduct is to give a multiple choice test on the reasons therefor. If we are to have the full cooperation of our students lectures must be avoided. There must be no implication of obeying orders imposed from on high. The matter must be presented as a group problem on whose solution the success of the class will depend.

The good teacher takes it for granted that students want to do the right thing, and this assurance is one reason why they do. If there should be a mistake such as calling out an answer, a raised eyebrow or a quizzical look is enough to remind the student that he has for gotten himself. If, by any chance, the class doesn't come to order when the bell rings, he doesn't strain his voice, lose his temper, or contribute to the confusion by trying to shout above the noise, he knows that if he just waits quietly the class will "feel" the silence and settle down. If a student comes late to class he doesn't subject the class to a tirade, he notes it quietly, and, if necessary, discusses it with the student out of class. He knows when "not to see" a minor lapse and when to hold a student to account. He neither wheedles and appeases nor does he threaten and bully. He doesn't confuse scholarship with citizenship by giving zeroes for infractions of rules.

If, by any chance, a serious offense should be committed, he does not mete out punishment arbitrarily, the class discusses the offense and the punishment it deserves. Whereas the weak teacher gets himself involved in a tug-of war (in which he usually loses), the good teacher is a friend and guide pulling together with the class toward a common goal.

B *Extent of Student Activity* Where everyone in the class is alert and interested, where students are eager to answer questions and volunteer information and experiences, where they ask questions, we have achieved our purpose of getting everyone interested and actively involved in the work at hand.

C *Quality of Student Response* It is important that response be widespread but unless its quality is high it can be merely sound and fury, signifying nothing.

Too often hands waving in air is the accepted criterion of good teaching. The showman, more concerned with impressing visitors than with teaching, measures his success by the number of volunteers. The real teacher also welcomes response and is worried when it is missing but he never sacrifices educational values for superficial glibness. He knows, for example, that when hands fly up immediately that either the question requires little thought or that students talk without thinking.

Free discussion with intra-class criticism should be encouraged but not at the expense of precision of thought and the logical development of ideas. Forcing students to define their terms, fix the areas of agreement and disagreement, or analyze the reasons for differences of opinion, is not as "exciting" as their talking back and forth without let or hindrance but it is real teaching whose rewards will come later in discussion which is intelligent as well as free.

V SUMMARY

The ideal teacher combines the knowledge of the scholar, the wisdom of the philosopher, the objectivity of the scientist, the psychologist's knowledge of body and mind, the lawyer's skill in questioning the imagination of the artist, the dramatic sense of the actor, the social reformer's zeal for humanity, and above all, a love for young persons, an ideal never to be realized by most of us but toward which we work constantly.

There is no royal road to teaching. Each of us must take the way which suits him best. Imitation of others is doomed to failure because of its inherent insincerity. We can, however, get ideas which we can incorporate into our teaching if they fit into our ways. Whatever we do must be consistent with our philosophy, personality, and temperament. To realize our potentialities is the best anyone of us can do.

THE PROBLEM

The transformation of the high school from an institution which selected its student body and retained only those who were ready, willing, and able to measure up to predetermined standards, to one which must accept and provide for "all the children of all the people," has necessitated the re-examination of time-honored procedures. It is becoming generally recognized that among the large number of pupils attending high school today, there are many who do not, or cannot, benefit from the traditional curriculum or traditional methods of instruction. These pupils, however, will eventually take their places in the life of the community. In the voting booths their votes will carry a weight equal to that of those whose scholastic abilities are much greater. The problem for the school is to help these pupils achieve the greatest possible realization of their potentialities along socially desirable lines, and to assist them in sharing in those experiences which make for a full and useful life. Failure to develop an adequate program for these pupils will result in a continued social and economic waste for the community, and maladjustment and dissatisfaction for the individuals concerned.

WHO IS THE SLOW LEARNER?

The slow learner, contrary to a popular misconception, is neither rare nor unique. He constitutes over 20% of our secondary school student population. Although each individual is different, for purposes of working out ways and means of adjusting the Social Studies curriculum to the needs of the "slow learner," we will attempt to describe him in terms of some general characteristics which characterize many "slow learners."

The slow learner of whom we speak is not the extremely mentally retarded pupil, whose capacity is very limited and for whom special provision should be, and frequently is, made. Few of these pupils ever get beyond elementary school and their total number is relatively small. Neither is he the student who is emotionally maladjusted (i.e. the 'discipline' case). Nor is he the student of normal intelligence who is an academic failure because of some remedial disability such

as inability to understand our language, or poor health. Each of these groups represents a special and separate challenge to teachers, and the students within these groups often manifest "slow learner" tendencies. However, these groups are not composed of slow learners within the meaning herein considered. They cannot profit equally from the same techniques.

Who, then, are the slow learners? In general, *they are the students who cannot carry on successfully the program which has been set up for the normal students in the high school.* It is quite difficult to delimit this group sharply, for their characteristics are numerous and blend in the extremes either with the mentally retarded at one end or the normal students at the other. In the past they have constituted the bulk of our academic failures. Until recently teachers have felt that they were out of gear with our curricula and teaching methods. Today we are coming around to the position that perhaps it is our curricula and methods which have been out of gear with them.

In most cases their I Q's range between 75 and 90. Since the I Q, as a sole or reliable determinant of mental ability or of classification has long been questioned, it is impossible to define the slow learner in terms of I Q alone. We must look further.

Mentally, the slow learner appears to have limited powers of concentration, probably because school subjects and the traditional methods of presenting them fail to arouse his interest. Teachers have been surprised to note the ability of the slow learner to concentrate on a subject in which he has really become interested. He tends to be retarded in writing and speech skills and is usually unable to make sustained, well phrased responses. He also tends to be retarded in reading ability, a disability often reflected in lack of interest in reading the usual material that the schools provide, but he sometimes manifests considerable interest in reading what appeals to him. He is not interested in and finds difficulty in comprehending abstract ideas. He is often unsystematic, weak, and careless in his work and study habits. He finds difficulty in generalizing and fails to see relationships. Lacking in initiative, imagination, and self reliance, he desires to be led, and is eager for slogans or catchwords. The slow learner finds it difficult to do any organized reading, writing or studying. Academic subjects, including social studies, are too difficult for him when treated in the usual manner. His sensory reactions and habits are on a par with those of 'normal' students.

Not infrequently, there is little or no intellectual background at home, though their parents want them to succeed in school, and in most cases to graduate. In many instances parents make the mistake of urging, almost nagging, the slow learner to an achievement far beyond his capacity. Prejudices appear to be more prevalent among them than among the normal students. They are sensitive to failure.

Some of them try to stand out in some way since repeated academic failure has made them feel inferior. Many discipline cases result from this frustration. In some instances their difficulties stem from physical defects, ranging from poor eyesight to defective hearing, malnutrition, glandular disturbances and heart disease.

The 'typical' slow learner will manifest some or many of the above characteristics. Few will manifest all of them. The teacher must, however, be alert to the *pattern* of characteristics which will help him identify the slow learner.

SETTING THE STAGE FOR TEACHING THE SLOW LEARNER

In order to adapt his methods and curriculum to the slow learner, the first task of the teacher is to understand this type of student. He must endeavor to discover the cause of the pupils' difficulties, and he must above all, try to find out the pupils' abilities and interests. He must win the confidence of the pupils to the end that they will want to confide their desires and problems to him as their friend. Having established rapport, the teacher can break away from the traditional approach and still maintain the confidence of his class.

The extent to which the teacher can explore the needs, interests, and abilities of the slow learners will, of course, depend on the school within which he is teaching. Where the core curriculum is being employed this is an integral, lengthy, and essential part of the teaching-learning process. In more traditional surroundings, varying from the old subject-centered curriculum to the fused or problem course, the teacher will have less opportunity to explore. Nevertheless, learn about his students he must, if he is to be successful. He must recognize, too, that the experimental background of his students, meager as it may be, must be the starting point for learning. To hew to the traditional, pre-determined syllabus without deviation is to invite certain disaster.

Before setting down any suggested procedures it might be useful to remember that the special objectives in teaching the slow learner are different in degree, rather than in kind, from those of normal students. These objectives, and their implications are

- 1 *Wholesome Personal Integration* The slow learning child has probably experienced more than his share of the consequences of failure. It is the teacher's duty to afford the opportunities for success. The teacher is not expected to treat serious maladjustments. He has, however, the responsibility for managing many minor behavior problems: quarreling, lying, cutting, lack of interest, and a general distaste for school.

- 2 *Satisfactory Interpersonal Relationships* The slow learning child will take his place as a member of various social groups and he must learn his relationships and responsibilities to his class, his school,

his family, his community. Because of his intellectual limitations, the approach to these problems must be of a concrete, tangible nature.

3 *Good Health* Health problems are often acute among slow learners. Their physical condition must be examined and wherever possible, defects should be remedied. The facilities of the school and various social agencies should be utilized to help the pupil. It should not need to be said that habits of healthful living should be cultivated.

4 *Knowledge of Economic Realities and Processes* The slow learner will function as a consumer and as a producer in our society. Activities in the Social Studies classroom should prepare him to assume an active role in the economic world.

5 *Guidance* The slow learner will probably require more guidance than help in the selection of his life's work than the normal student. If the teacher helps him in making a personal evaluation of his own capabilities and limitations, the pupil will eventually be in a better position to make those vocational choices for which he is best suited.

6 *Personal enrichment* The slow learner must not be denied opportunities to expand his experimental background. He should be an active participant in the school wide activities. Membership in clubs, teams, and school organizations of all types should be encouraged. Such membership, in addition to providing the inherent educational values which extra-curricular programs offer, should offset any possibilities for invidious comparisons with other students within the school.

7 *Civic Competence* The slow learner's responsibilities to the government and those of the government to him must be vitalized so that he may become a loyal and effective citizen. The means for achieving these goals are many. Basically, however, habit formation should serve as the method to be relied upon rather than an intellectual approach. When the slow learner assumes his responsibilities as a citizen he will be called upon to express opinions concerning our relations with the rest of the world. He should have an awareness of the chief aspects of our relations with the other peoples of the world and an understanding of the manner in which others live. One suggested outline for achieving this goal is 9th Year—Orientation, 10th Year—World Problems, 11th Year—American Life.

SUGGESTED PROCEDURES

No one method of instruction can be singled out as a panacea for the problem of teaching the slow learner. That no one device is everywhere applicable, that no two teachers will get the identical results from a single technique, that any given teacher must select and combine various materials and methods to suit the situation—are fundamental assumptions. Each school and each class presents a different set of problems. As a result, therefore, Social Studies instruction must

be flexible, adapted to the materials that are available, and must be chosen with consideration for the personalities and emotional environment of the pupils in the class. As a general proposition, the traditional subject matter areas (history, economics, geography, etc.) must yield to less rigid forms of organization. Units and activities which are based on the needs and interests of the pupils, and which draw upon many subject areas, must be planned in order to capture and retain the interest of these pupils. It is with these basic assumptions in mind that a number of devices are suggested for use by Social Studies teachers in classes which are made up partially or completely of slow learners. The suggestions which follow have been used and have met with varying degrees of success. A procedure used by one teacher may be successful, while, in the hands of another, it may result in failure. Very frequently the pupil's lack of interest, and therefore, the "short attention span" is attributable to the organization and procedures of the teacher, just as much as it is attributable to the "traits" of the slow learner. Each teacher must, therefore, largely as a result of trial and error, discover for himself, which procedures he finds most useful with a given group. The realistic teacher will adapt the suggested procedures to his needs, or will devise others equally or more effective. Each lesson should encompass several varied techniques, if possible. Some of the following suggestions and devices are borrowed from the mimeograph material distributed to teachers in New York City who have been engaged in the so called *X G experiment*, that is, with the experimental general group of students where a determined effort is in progress to discover and make available to teachers effective devices and suitable materials in teaching "slow learners." (It should not be necessary to add that these devices and procedures also have value for the average and superior students.)

1 *Getting Acquainted* As has been indicated above, one of the most important first steps for the teacher of slow learning groups is to become acquainted with his pupils, their needs, interests, and desires. Similarly, the pupils must get to know each other. In short, a group feeling must be established. So far as possible, the traditional classroom atmosphere must be replaced by a less formal one. The pupils should be made to feel that they are a group of friends coming together each day to help each other solve their problems. One method which often helps to create such a setting is to have the pupils write their educational biographies. This might include such items as the schools they have been to, what they liked most, what they liked least. The teacher, in order to help create the feeling that he is not just a teacher, might give his own educational biography.

2 *Field Trips* Because the experimental background of most slow learners is extremely limited, it is essential that the school furnish the background before attempting to build upon a non-existing

foundation The slow learner cannot be expected to show much interest in "The Housing Problem" until he knows that there is a problem, what it is, and how it concerns him A trip to a near-by project which is being built in an area surrounded by slums will help to build a basis for understanding of different types of housing From firsthand observation the pupil will see that there are different types of housing From this point of departure an examination of the reasons for the existence of these differing types can be deducted The reasons for public interest in housing and the possible means of dealing with the situation become matters which are within the scope of the pupils' comprehension A visit to the plant of a large newspaper can be used to stimulate interest and understanding of how the news is gathered, edited, and presented (*The New York Times* conducts guided tours of this type) In the planning and arrangement of such trips, the class can play an active role This will provide for group discussion and training in working with others on a cooperative basis The problems of transportation, realistically experienced, will bring home to the pupils many facts of modern city living which they cannot grasp from a vicarious presentation

3 *Audio-Visual Materials* Because the slow learner is frequently retarded in reading ability, less emphasis must be placed on the derivation of information from the printed page His inability to grasp abstract ideas necessitates greater emphasis on concrete and visual approaches The pupil who is unable to recall the simplest fact recorded in verbal form (often because he did not understand it in the first place) is frequently able to recount in minute detail the most complicated plot presented by a film As standard equipment, the teacher of slow learners should have available at all times a motion picture machine, a film strip projector, films, and film strips By means of such equipment the pupil can be brought closer to reality Films such as *The Plow That Broke the Plain* and *The River* have proved to be more effective in presenting the problems of conservation than any academic discussion based upon a text book assignment The slow learner can gain a better understanding of the causes of World War II through such films as *Prelude To War* (produced by the Office of War Information) than through an abstract verbal discussion Experience reveals, however, that even these films, effective as they are, need to be carefully presented by the teacher lest confusion, rather than clear understanding is the net result The whole technique of film presentation in a classroom needs much more careful study than has yet been given to it

One device which is often valuable is to suggest that the class serve as casting directors to choose actors to play leading roles for a film In reaching their decisions the pupils will find that they must know more about the characters to be portrayed This can often lead to a

search for more information, a stirring of the imagination, and a sense of participation in a worth while task.

As in the case of films, the film strip provides a visualization of ideas which may otherwise remain incomprehensible. The class can often be given a chance to provide captions or even entire scripts for the film strip. By stopping the film strip at strategic frames, the teacher can create a sense of reality by asking the class to suggest what the next frame should be.

The use of a wire or tape recorder can also be a means for enabling students to understand, in their own terms, ideas which are otherwise beyond their grasp. An example of the successful use of the wire-recorder was found in the teaching of the events which led up to World War II. A Modern History Honors class had prepared a "You Are There" program dealing with the 1930's, "The Years of Wrath." They had written their own script, based upon extensive research by committees. They then recorded their program, complete with sound effects and incidental music. This wire recording was later played before a slow class. Judging by their interest and attention as well as by their questions, the obvious conclusion was that they understood and enjoyed the "broadcast." They were thrilled at hearing the voices of fellow students and even suggested changes that might have made the program more realistic or accurate. Some even suggested the possibility of their creating a similar program. Although the actual writing of a script was beyond their abilities they were able to take a script written by another group and after having selected their own cast which spent much time in rehearsal to assure correct pronunciation and reading, recorded their program. When this was played for the entire class, all members had the thrill of successful accomplishment which comes too infrequently to the slow learner who is the first to recognize his own disabilities.

The wire recorder can be further utilized as a means of teaching the slow learner how to listen to radio programs. Very often the slow learner is the product of a home where there is little interest in current problems. Radio programs which deviate from the field of popular entertainment are seldom heard. By recording programs dealing with current issues the teacher can afford the class the opportunity to hear broadcasts which it may not even know exist. The discussions can be used as a basis for further class work. Such materials can be utilized as a basis for simple exercises which distinguish between fact and fiction.

4 *Personal Experiences* The slow learner, as a rule, is a realist. The dead hand of the past cannot compete with the bustling present for his attention. His problems are of an immediate nature. The teacher of the slow learner can frequently use the pupils' own experiences to breathe life into an otherwise dull session. Many of these

pupils are at an age when the purchase of an automobile is the most important thing in their lives. Or their families may have just bought a new car. The question of how this can be accomplished can be the basis for a study of installment buying with all its pitfalls. A study of insurance can also be introduced as a result of a similar situation. The pupil who has a part-time job can explain how and why he had to obtain a Social Security card. Taxation, as an academic discussion, will mean little to the slow learner. But if he is asked to explain why he had to pay a tax on the tickets he bought for the last moving picture he attended the subject takes on meaning.

5 *Socio drama* The teacher of the slow learner whose stock in trade is the conventional developmental lesson often finds his questions meeting with no response. This is not always caused by lack of information or inability to understand. The question or quotation which is stimulating and challenging for a normal or bright group may not bring forth the expected response from a group which lacks ability to formulate answers in verbal form. The inarticulate pupil is not necessarily the dull pupil. If he is put into a realistic situation of which he can make himself a part, he can often express himself quite fluently. A successful application of this method was utilized in a vocational high school class of seniors who were studying labor-management relationships. The teacher first asked the members of the class what they expected to do upon leaving high school. The responses indicated that the pupils expected to enter into a variety of trades. The class was asked what they would do if they were asked by their employer to forfeit vacation time in order to fill an immediate demand for defense materials. When the class was turned into a union meeting (at the pupils' suggestion) many previously inarticulate members were quite vocal in expressing what they considered to be a wise course of conduct. Extended discussion replete with uninhibited colloquial language, developed a thorough realization of the means by which labor and management seek to attain their goals as well as the shortcomings of the various proposed procedures.

In using the device of unprepared dramatization, to which the label "socio drama" has been attached, pupils spontaneously portray how they would react to a problem. For example a problem important to a freshman class might be "What would you do if you were new in school and wanted to make friends?" A cast may volunteer or be chosen after some discussion of characters and scenes. Different groups may want to work it out in different ways. A script is not written nor are rehearsals held. Pupil actors are given about two minutes in which to prepare the drama. The pupil actor becomes the person he portrays. In the above illustration, two pupils, who come from different feeding schools and who are in reality strangers, may demonstrate in the drama how they might proceed to open up a

friendship. Other pupils may want to present different approaches to the same problem. Discussion of the approaches can provide clues to deep-seated concerns of pupils and lead to the planning of a study unit by the class and teacher.

In the area of vocational training, an 'ad' for a job clipped from a newspaper may provide the basis for a dramatization of "What would you do in a personal interview in which you applied for this job?" In a subject area the problem might be to present a round-table discussion of the proposed increase in subway fares by the Mayor, a New York City transit worker, a garment worker living in the Bronx, an owner of an apartment house in Queens. There are endless possibilities for the use of the socio drama.

To be successful, this device requires a teacher whose depth of human understanding and skill in human relations have created an atmosphere of mutual confidence and respect. In that atmosphere students may be expected to use the device seriously and give it validity. Because the dramatizations are spontaneous, the teacher must be prepared for almost any development which life can provide and be ready for almost any eventuality. Wisdom and good judgment are prerequisites. For the students the major prerequisites are a co-operative group-feeling, an acceptance of the problem as a real one and some knowledge of the situation and the persons they represent.

Through the socio-drama if it is successful, the teacher may learn more about his pupils than he could before. Guards went down. He may discover attitudes in his pupils, some of their misconceptions, some gaps in their information. If well done, it permits the student to see how somebody else might react to the same situation and to measure his reactions against those of others. (For an analysis of suggestive steps in using the socio-drama technique consult Bulletin 25, 1949, National Council for the Social Studies—*Improving Human Relations*, pages 95-100.)

6 Worksheets The average textbook is written for the student who is capable of reading intelligently. For the poor reader, the text book is a bar, rather than an aid to learning. Because pupils vary from school to school, a text which may be suitable in one school may have little value in another. Some teachers have found that worksheets written in simple language especially for their classes can be a valuable supplement to the usual printed materials. Vocabulary difficulties can be anticipated by a study, with the aid of dictionaries and pictures, of terms and phrases which threaten to prevent understanding. The worksheet that is written in attractive story form will illuminate the abstract ideas found in the usual text. Although the preparation of such worksheets is a time-consuming task, the teacher who takes the time and effort to prepare them will soon find that he has an accumulation which can be drawn upon during subsequent

terms The labor required can be further reduced by cooperative projects among several teachers within a given department. Graphs, charts, and pictures can be incorporated to clarify what might otherwise remain as verbalisms (For several effective examples, see chapter on audio-visual materials, pages 127 ff)

7 Interviews In place of the usual assignment which requires the pupil to build up an informational background based upon reading, the teacher of the slow learner should substitute to a great extent the acquisition of information by means of interviews The pupil who cannot derive much benefit from a reading assignment is often able to obtain a factual basis from interviews with parents, friends, or neighbors The materials gathered by such interviews can be utilized as a basis for the formulation of generalizations Where differing points of view are brought into class, an opportunity is afforded for evaluating the reliability of the opinions of many people

8 Teaching Citizenship The school General Organization can be of assistance in inculcating those habits of citizenship which are so essential for all pupils Instead of the formal academic type of learning which so often occurs, the slow learner can be brought to a realization of his role as a citizen within the school For this purpose the faculty adviser of the student organization, the principal, student officers and student leaders of squads and leaders of squads and teams can be invited into the class to discuss their part in the school government One method which has proved to be effective is to have the class prepare itself in advance of such a visit with a series of questions They might imagine themselves to be in a position similar to that of newspaper reporters who are invited to a press interview Community leaders can be called in to talk to the class The teacher should arrange to have the class attend a session of the student delegate assembly A study and discussion of school rules and regulations should lead to better understanding and to socially desirable conduct based upon reason rather than fiat.

"A RESTATEMENT OF AIMS"

It may be helpful to the teacher if he examines the following statement of aims which it is especially desirable to keep in mind in teaching groups of slow learners The major purpose is to help the slow learner adjust himself to the society in which he finds himself The following subdivisions of this major aim are suggestive

- a To help him to learn the tools and skills necessary for good citizenship—to compare different ideas on the same subject, to measure the claims of candidates for office against the demands of the job, to listen to radio newscasts, and to evaluate the commentators, to recognize the 'slanting' of the news, to accept the right to vote as a duty
- b To help him to become a wise and careful consumer

c To help him to recognize the need for as much education as possible in order that he may become better equipped as a citizen and as a worker

d To help him become a better worker—to master his job, to ask questions when things are not understood, to listen to instructions carefully, to keep records carefully (*notebook, boardwork or whatever demands are made of him*), to express himself clearly, to respect accuracy and good workmanship, to know how to go about finding the answers to things he needs to know

e To read the newspaper and to understand what he reads, to learn to read for enjoyment, to learn to write simple letters and reports

f To help him acquire worthwhile ideals and standards of conduct.

This list of aims, which, of course, could be considerably expanded, is not very much different in substance from the more formal and at times formidable list of aims which are frequently set down for specific courses of study. This way of listing aims, however, has the advantage of directing the attention of the teacher to the major goals he should strive for day in and day out as he utilizes a variety of experiences and devices in helping the slow learner. These aims cannot be achieved in a few lessons, nor can they be achieved in a single term. They are in a sense the end product of what the teacher may hope to achieve as a result of his work with slow learners over an extended period of time. The teacher should struggle to achieve this end-product no matter what the subject, topic, device or technique that may be used during a particular period of instruction.

(In suggesting that emphasis might well be placed on this restatement of aims in teaching groups of slow learners, there is no implication that these same aims are not equally valid for a superior or gifted group of students.)

SUGGESTIONS FOR TEACHING CURRENT EVENTS OR WORLD PROBLEMS TO SLOW LEARNERS

In teaching current events or world problems to slow learners, it is hoped that in addition to the broad aims listed above, the slow learner will have a better understanding of the peoples of the world as well as of the students' neighbors and some recognition of the complexity of problems which face the modern citizen. It is hoped too, that as a result of this unit the pupil may become a better citizen, more understanding and tolerant, ready to assume his own responsibilities and to respect the rights of others. He should have respect for accuracy of fact before the formation of opinion and be ready to listen to the opinion of others as well as to document his own.

A study of world problems should begin with the interests and needs of the pupil. These are not easily determined. The need is prob-

ably more social than individual—the necessity that citizens of a democracy be as well informed as they can be about important current problems. Because the need is not generally recognized by pupils, it is sometimes difficult to find the interests upon which to construct the unit.

SUGGESTED DEVICES FOR STIMULATING INTEREST

Possibly one of the following approaches will reach some pupils or will give the teacher or the pupils an idea for a development along the lines of their own interests.

The family background of the pupil This approach has been successful where pupils have heterogeneous national backgrounds and where several pupils are themselves immigrants or children of immigrants. There are enough available sources of information to start the ball rolling. Have a foreign born pupil give a report on his life in another country. Suggest that others interview families to gather more information on their country. Ask how we can be sure that the information which we have been given is correct. Lead into other methods for learning about the country.

The neighborhood Again, where the neighborhood is composed of people of different nationalities and religions the problem of living together amicably is an important one. In neighborhoods where gang warfare or feuds exist, this interest has already been developed. It can be made just as strong where friendly relations are the rule. This approach offers possible discussions of the importance of understanding in the development of tolerance and can lead to the relation of the people of the world to each other.

Another neighborhood approach might come through the problem of juvenile delinquency, especially where the sources for study are close at hand. A natural transition to the post war problems of youth all over the world is possible. Housing might be used in the same way but in most areas this does not seem to be an impelling interest. Where that interest does exist it might be utilized in the same way.

The lives of other people One of the quickest ways to interest pupils in this approach is through one of the United World Films. One of these, used with a Junior Scholastic article about it, can be a spring board for investigation of a culture very different from our own.

Headlines Take an important headline about which everybody is talking especially one on which pupils have arrived at emotional conclusions, and encourage discussion. It will soon become evident that opinions have been formed on very shaky foundations. Pursuit of knowledge can be encouraged.

A Poll This is closely related to the headline approach but it has

the added appeal of action for the class. It offers opportunity, too, to study poll taking and the formation of public opinion. One way to begin is to introduce a problem which is causing considerable controversial discussion. Let the class discuss it as thoroughly as they want to. Weaknesses in fact and logic will soon become apparent to the pupils themselves. You might then wonder whether it wouldn't be interesting to learn what other pupils in the school think about the question. When you have won the interest of the pupils work with them to draw up questions which the poll takers will ask. Let the class decide the method to be used to sample opinion. Once the poll has been taken and replies tabulated, the question of who is right and what the facts really are should lead you to a serious study of the background of the controversy.

"Big Words" These children are interested in the 'mumbo jumbo' of education. In most of their subjects they like to learn big words, especially words which can be used successfully in their social circles. Interest in words such as capitalism, socialism, democracy, communism, cold war, mobilization, imperialism, etc. can be developed through the inquiring reporter device—ask five people the meaning of the words. A study of the different answers usually arouses enough interest to go on.

A Travel Approach In one class, a question raised by one boy led to an imaginary automobile trip to Mexico. The boys had heard that in Mexico, American money goes further than it does in the United States. They were thinking about going to Mexico to earn a living. The teacher seized this interest and from it came a series of lessons not only on Mexico but on the geography of the United States. Oil company maps, AAA triptiks and literature on a trip to Mexico were obtained. The class learned how to interpret maps in order to follow possible routes to Mexico. Miles per day were calculated, stop-over cabins were studied. (Incidentally, a lesson on the position of the Negro in the United States arose naturally when the question of overnight accommodations for the tourists were examined.) Budgets for the trip were planned, places of interest in areas through which they were to travel were examined and materials and literature on Mexico were studied.

The Story Approach Silas Marner was used in one class to stir up an interest in a comparison of two ways of life before and after the industrial revolution and led to an investigation of our industrial age.

In another class, a simplified version of *Tale of Two Cities* led to a discussion of what the French were fighting for and hence to a study of the struggle for liberalism and democracy.

The story of *Hiroshima*, read to the class by one teacher, spurred an interest in the atom bomb and changes which it has brought and may bring to our age.

Where reading ability is too low to use a book, the teacher can develop interest through a story telling period

Once the general approach to the problem has been decided upon, it is suggested that the teacher and the pupils together plan to define the problem and to determine how it should be attacked. For example, the class has chosen to study 'Who Is Right About China', spurred on by discussion of a headline. Together they will have to decide what they must know before they can discuss that extremely difficult problem. With the aid of a class secretary, they may decide to list the following

- 1 What are Chinese people like? What kind of families have they? Do they go to school the way we do?
- 2 What is the country like? Is it rich? Is it poor?
- 3 How do the Chinese people make a living? Do the Chinese people believe in the things we believe in?
- 4 What is their religion?
- 5 How are they governed?
- 6 Who is Chiang kai Shek?
- 7 Who is Mao tse Tung?
- 8 What is communism?
- 9 What is the American argument about China all about? etc. etc.

Once the class has decided what it expects to learn, it should then decide how to attack the problem. Some of the following suggestions may be listed by members of the class

- 1 Interview Chinese people—a Chinese boy in school, the laundryman, a class in a school in Chinatown, a member of China Institute
- 2 Visit Chinatown. Visit a Chinese grocery store, a Chinese restaurant, a Chinese gift shop, opera, movies
- 3 Visit a Chinese exhibit at the Metropolitan Museum
- 4 View films about China. (The Pearl Buck film strips help here as does the United World Film on the Chinese farmer)
- 5 Read about Chinese people. (Visit the library to organize resources)
- 6 Examine pictures to learn what they tell about China.
- 7 Become inquiring reporters—Ask people opinions about China.
- 8 Learn to read the map of China and to make a class map
- 9 Plan a series of bulletin boards on China.
- 10 Write a chapter on China which other classes might enjoy more than they do the difficult books on the subject.

Once these decisions are made the job should be plotted. What committees should be formed, what individual work should be done. what can the class do together? How can we do each of these tasks most efficiently? For example, when the decision to interview people is reached the class should plan ahead for it. How should we inter-

view a Chinese person? What do we want to learn from him? What questions shall we ask him? Should we take notes during the interview? How shall we share our information with the class? How can the class keep a record of this information? How can we find out if the information we have collected from the interviews is correct?

VOCABULARY PROBLEMS

Because the study of world problems demands the use of a specialized vocabulary, vocabulary growth should be a major aim of the class. It has been discovered by teachers who have experimented with the presentation of world problems to slow learners that such important sources of information as the radio and even the little school newspapers are closed to most of them because their vocabularies are so very limited. Even when they insist they know the meaning of a word, it is well to check up. They are often wrong. Therefore, if reading and listening skills are to increase in these classes, every effort must be made to develop an accurate use of the vocabulary which even the simplest social studies reading requires. Words which teachers tend to take for granted are very difficult for most pupils—social, economic, political, republic, nation, nationalism, are examples.

A device for building vocabulary which seems to have won great interest is that which turns the teaching of the meaning of words over to a committee. As words are located and listed, they are turned over to a group which looks up and plans ways to teach them to the class. A glossary is kept by each pupil as a result of the lesson. Sometimes clippings of cartoons and news items, brought to class and explained by the discoverer, provide application and drill.

THE DEVELOPMENT OF ATTITUDES

As important as vocabulary are attitudes which good citizens must develop in a search for truth. Some examples of how this can be done are

One teacher taught a lesson on the difference between fact and theory and the importance of knowing our sources of information, in this way. Washington's Birthday provided the motivation. The teacher raised the question, "Do you believe that George Washington never told a lie?" The class unanimously rejected the idea. The teacher then told the story of Parson Weems and read the good Parson's account. This led to divided opinions on whether or not this account should be accepted. Out of it came a full discussion of the meaning of fact and theory and the value of sources from which we draw information. These ideas have been applied to the study of each modern problem as it arose.

The same class studied the difference between a news item and an editorial, by studying clippings of both from daily newspapers. A

comparison of the treatment of a single news item by different newspapers enabled the class to discover how news can be slanted and thus, in reality become an editorial. Thus the importance of knowing our sources was stressed again and applied to problems through the term

When the meaning of the word democracy was made clear to the pupils of this class it was applied in different ways. Illustrations from newspapers of application or violation of the principle were brought to class by pupils who delivered talks on the clippings and explained why each was selected. The class became interested in the application of democracy in the school. A letter was written asking the President of the student General Organization to speak to the class. As a result of his talk the class entered the General Organization campaign, sent representatives to attend a council meeting, proposed that a suggestion box be placed outside General Organization headquarters to enable pupils to express opinions, wrote a letter advocating the same proposal to the school newspaper.

REPORTS OF THINGS DONE

Several teachers who are working intensively with slow learners groups were asked to outline briefly the procedures they followed. Four of the reports were selected to illustrate both the point of view of the teacher and the techniques employed.

A

What Korea Means to Me

Preparation

- 1 Non directive discussion on problems the students would like to study
- 2 Organization of problems into related topics
- 3 Class selection of chairmen of committees (as many chairmen as there were committees)
- 4 Canvassing of class by chairmen for committee members (The advantage of this method, although inclined to be noisy, is that the students do not know which of their classmates are the last to be chosen)
 - a Each chairman chooses three committee members (Class does arithmetic to determine number)
 - b Chairmen walk around room inviting membership
 - c It is clearly understood that no child may serve on more than one committee. He may, however, shift committees if it is found desirable for any reason

5 Committees met to choose topics for study

a Topics are listed on the board

b Chairmen hand teacher slips indicating first and second choice.

6 Teacher assigns topics on the basis of choice Topics listed on the board (having been previously chosen by the class for study) Where no committee indicated a topic for first or second choice, it is eliminated Committees were then consolidated to study topics actually chosen

Committee work

A Gathering of information

1 Newspaper cartoons were excellent sources.

2 Newspaper graphs and charts and maps were very valuable

3 Issues of "Our Times" were used by some committees

4 Listening to radio and television broadcasts and to family discussions had some value

5 Newspaper clippings, even from the tabloids, proved of little use.

B The teacher assisted the individual committees to interpret their material

1 A formal class lesson was given on the use of graphs and charts

2 A formal lesson was given on the use of newspaper maps

Committee Reports

A. *What Can We Do To Prevent World War III?*

Oral Reports presented by seven students on

1 United Nations

2 Fighting communism at home and abroad

3 Staying out of European and Asiatic affairs

Very active class discussion followed the presentation by each speaker Questions, shot at the speakers, were answered by them, the class, or, as a last resort, the teacher In this phase of the work the contributions of the teacher were of a relatively minor nature

B *Points of View of Both Sides*

Dramatization of a Round Table Discussion at the United Nations presented by five students Original script attached

C *How War Affects the Home Front*

1 *Debate* by a committee of eight girls on "Behavior of Girls while their Boy friends are in the Service." The debate stimulated an emotional non-directive discussion Some points the class agreed upon. Others were left to the individual's decision

2 *Dramatization* by a committee of eight boys on "Prices Go Up"

Scene A Retail Store

Characters 1 Announcer
2 Storekeeper
3 Stockboy
4 Wholesaler's delivery boy
5 and 6 Two customers
7 Newsboy
8 Soldier

The play cooperatively written by four members of the committee was in two acts. It was so successful that the committee, following presentation in their own class, presented it to other classes. An arithmetic class found it stimulated their work on "Inflation."

Note The original (uncorrected) manuscript of the second committee's report was typed out by the committee chairman. (The correction of the typed report became the center of interest at another time.)

POINTS OF BOTH SIDES

NARATOR time, at the beginning of the Korean War, place the UN the players are MILDRED G, LOUISE R., ANN G., AND LUCILLE M. *act 1* A note is brought in to the UN A ASSEMBLY

US The note says that the north Koreans have invaded the SKOREANS, and that they need help. The UN must act together to stop this.

E & F I agree that we should help the S Koreans.

US I will send some of my troops there first since my country was one of the last countries to enter the last war.

E & F I will send troops too. As much as I can spare.

R I protest that the UN not send troops to Korea.

NARATOR Same place 6-8 months later.

R It isn't fair that the US sent their troops to Korea.

US Well, someone has to help the S Koreans. Well, we pushed back the N Koreans to the 38 parallel, didn't we? Now the question is if we should cross the 38 parallel or not. I think we should cross the 38 parallel.

E & F I agree with you, we should cross the 38 parallel. I am with you. Infact I will send my troops there also.

Act 3

NARATOR The Chinese Communists have come to the UN Assembly.

CC I don't think you should have crossed the 38 parallel.

R The US wants to conquer the whole world.

US That is not so. We do not want to conquer the world, we just want peace and freedom for everyone and that no one

- lives in fear from someone else We don't want the world to become communistic and live under dictatorship.
- CC* The reason I sent my troops down the Manchurian border was because Mac Gather had no right to start his offensive before I came to the U N to talk to you I believe that the people of Asia should be left alone to settle there own problems by them selves and not the help of the U S or any other western power
- US* I say that Russia has something to do with this war and she is trying to spread comunism through the world
- R* That is not so
- NARATOR* If this is true about Russia we do not know And no one will never know except Russia her self
-

B

Conditions in the Factories of England in 1832
(Immediate Results of the Industrial Revolution)

Preparation

Lesson 1 Mimeograph and distribute the testimony of a worker before the Parliamentary Investigating Committee Read this selection to class

INDUSTRIAL REVOLUTION ENGLAND
(Parliamentary Papers 1831 1832)

Witness Elizabeth Bentley

What age are you?—Twenty three

Where do you live?—At Leeds

What time did you begin to work at a factory?—When I was six years old

At whose factory did you work?—Mr Busk's.

What kind of mill is it?—Flax mill

What was your business in that mill?—I was a little doffer

What were your hours of labour in that mill?—From five in the morning till nine at night when they were thronged.

For how long a time together have you worked that excessive length of time?—For about half a year

What were your usual hours of labour when you were not so thronged?—From six in the morning till seven at night.

What time was allowed for your meals?—Forty minutes at noon.

Had you any time to get your breakfast or drinking?—No, we got it as we could.

And when your work was bad, you had hardly any time to eat it at all?—No, we were obliged to leave it or take it home, and when we did not take it, the overlooker took it, and gave it to his pigs.

Do you consider doffing a laborious employment?—Yes.

Explain what it is you had to do—When the frames are full, they have to stop the frames, and take the flyers off, and take the full bobbins off, and carry them to the roller, and then put empty ones on, and set the frame going again.

Does that keep you constantly on your feet?—Yes, there are so many frames, and they run so quick.

Your labour is very excessive?—Yes, you have not time for anything. Supposed you flagged a little, or were too late, what would they do?—

Strap us

Are they in the habit of strapping those who are last in doffing?—Yes. Constantly?—Yes

Girls as well as boys?—Yes

Have you ever been strapped?—Yes

Severely?—Yes

Could you eat your food well in that factory?—No, indeed, I had not much to eat, and the little I had I could not eat it, my appetite was so poor, and being covered with dust, and it was no use to take it home, I could not eat it, and the overlooker took it, and gave it to the pigs

You are speaking of the breakfast?—Yes.

How far had you to go to dinner?—We could not go home to dinner. Where did you dine?—In the mill.

Had you a clock?—No, we had not.

Supposing you had not been in time enough in the morning at these mills, what would have been the consequence?—We should have been quartered.

What do you mean by that?—If we were a quarter of an hour too late, they would take off half an hour, we only get a penny an hour, and they would take a halfpenny more.

The fine was much more considerable than the loss of time?—Yes

Were you also beaten for being too late?—No, I was never beaten myself. I have seen the boys beaten for being too late

Were you generally there in time?—Yes, my mother has been up at four o'clock in the morning, and at two o'clock in the morning, the colliers used to go to their work about three or four o'clock, and when she heard them stirring she has got up out of her warm bed, and gone out and asked them the time, and I have sometimes been at Hunslet Car at two o'clock in the morning, when it was streaming down with rain and we have had to stay till the mill was opened.

Allow plenty of time for pupil questions about meaning of words "doffer," "flax," "flax mill," "When they were thronged," "flagged," etc. Clarify

Once meaning is clear expect questions to arise spontaneously. Have them written on the blackboard. Expect some of the following possibilities

'Why was the boss so mean to her?'

'Why didn't the unions stop him?' (the boss)

"Didn't they (the workers) get sick?"

'Why didn't they quit work?'

'Why didn't the government stop the bosses?'

Lesson 2 Have secretary copy student questions on the black board. Using these as a basis, discuss with class plans for the next lessons in this series

a What committees should there be?

Possibilities depending on class suggestions are

(1) Why didn't unions protect English workers in 1832?

(2) What were factories like?

(3) What were the hours and wages in factories?

(4) How did factory workers live?

(5) What were the health conditions among workers' families?

b What sources can we use for our information?

The teacher will have to add to class suggestions which will probably be limited to the library and books

(1) The library (Note to teacher be sure that you interview the librarian first in order that she may assemble books which are written on a level which pupils can understand or assemble pictures. Actually since slow learners are poor readers, the library committee must be very carefully selected.)

(2) Pictures and selected paragraphs in social studies texts in the classroom library

(3) The film strip—The Industrial Revolution Previewed by one committee and presented to the class as a whole by that committee

(4) A guest student from an upper term class who will be prepared to be interviewed by the Committee of the Whole (This student must be carefully briefed by the teacher before his guest appearance.)

(5) Selections from books (teacher can some time in the development, when they are appropriate, read selections from *Oliver Twist* and *David Copperfield* or suggest free reading in those books if simple editions are available)

Lesson 3 Committee meetings for planning and apportioning work. Begin work.

Lesson 4 Committees work in classroom and library depending upon resources needed

Lesson 5 Committee reports in interesting forms sociodramas radio scripts round table discussion etc., depending upon the decision of the individual committees

Lesson 6 Class evaluation What did we learn? Was it worth doing? Why? Why not? How might we have done it better? What do you want to learn next? (Class suggests possibilities. List encourage one which throws light on our times—unions today, for example.)

C

How the War Crisis Will Affect YOU (10th Year Class)

- AIMS** To help students to recognize the importance of the crisis with Russia to the country and themselves
To make them realize the need for adjusting their lives to the changes which defense will demand

FIRST LESSON

Students had been asked to bring a copy of any morning newspaper to class

The teacher dictated the following unfinished story One student wrote it on the board to give the class an opportunity for correction of errors It was discussed to be sure that the general idea was clear

"John came into the room whistling a gay tune Yesterday, he had had a lovely time at the class party and it was made doubly joyful because Mary had danced with him three times Things were going well in school He was having the best senior year a fellow could expect Gaily he sat down for an appetizing breakfast when his eyes caught the front page of the morning paper Suddenly the bottom dropped out of his pleasant world!"

The teacher suggested that pupils act the part of John, look through the morning papers that they had brought with them, find the article which had made the bottom of his world drop out and finish the story by explaining why This was begun in class to give the teacher the opportunity to help those who didn't know how to begin and the task was finished at home

SECOND LESSON

The students discussed how they might use the clippings and the stories most effectively This led to the formation of small committees to read contributions of members and select the one which the committee considered to be most important (The class had discussed criteria for judgment before the committees met)

The committees met and reported The reports revealed basic differences of opinion on which news item was most important and arguments were offered The items were

1. War

Says Truman O K's draft of 18 year olds for combat.

Reds pushing ahead 60 miles past 38 par

Gen Marshall says G I's Face Incredible Odds

- 2 Disaster Fire kills 8 firemen—Routs 34 families
 Burning Batteries Cause Girl's Death
 Student Ends Life—Leaves Note on Taxes
- 3 Sports South Loses to Oklahoma
- 4 Miscellaneous Rent Raised at Stuyvesant Town

Finally, after kicking it around for a while, and perhaps because the teacher threw his weight that way, the class decided that the war crisis overshadowed all personal problems

THIRD LESSON

Brief review of conclusions of the class at the end of yesterday's lesson opened the lesson. A secretary listed on the blackboard the ways in which the pupils expected that the war crisis would affect them.

The teacher said, "The President of the United States in his message on the state of the union made a speech about this crisis and how it will affect us. Suppose we listen to some of it now." Used wire recorder. Stopped after each important point for discussion. The class did not get much from this because the pupils did not have sufficient apperceptive basis for it but pupils were impressed by the fact that they were listening to a very important speech. For that reason the recording was valuable but not as a teaching device. The teacher told the class that newspapers usually boil a long message down to the most important points and that he had a clipping. All thought that it would be a good idea for one boy in the class to volunteer to come early the next morning to copy the clipping on the blackboard.

FOURTH LESSON

Clipping on the blackboard. Main points in the President's message were to be discussed for understanding. Because this was a fairly definite lesson a student served as chairman. The teacher played the part of the bright pupil and a source for information when the class turned to him for help. At the end of the lesson the class could state the main proposals of the President.

FIFTH LESSON

Now that we know the main proposals which were made by the President what should we do about it? Pupils made the following suggestions which were written on the blackboard.

- 1 Watch the newspapers to see if his proposals are carried out.
- 2 Find out more about what some of his proposals mean.
- 3 Debate about some of them.

A whole series of lessons followed this. Committees were formed to follow tax proposals, the cost of living, shortages, draft proposals the attitude of the people to the demands made by the President

D

The fourth and concluding report indicates that the class was primarily interested in Korea. It is especially valuable because of the introductory statement of principles made by the teacher and because of the significant ideas with which the teacher concludes her account.

My approach to the teaching of a slow learner group is predicated upon the belief that learning takes place through a pupil's curiosity and pursuit of an interest, or by direct experience invoking emotional reactions. Arbitrary presentation of a lesson through the traditional lesson plan, is a contradiction in principle. The teacher must be quick to detect the interest of the class as a point of departure, must follow their lead, capitalizing upon their groping for ideas, and upon their emotional drive, using all his ingenuity to implement their learning by providing facts, materials, projects, and by supplying different avenues of approach as films, radio, trips, etc. Therefore, there cannot be any set lesson plans for slow learner groups since a teacher should not initiate and drive ahead on his own planned procedure.

Reports of what has been done in world problems can serve only as examples, not plans, for if re-used in a different class, they will create artificial situations and impose a superficial pattern upon the group, the direct antithesis of the basic need for real pupil interest.

For instance, my group is composed entirely of girls, all Negro except one. Therefore, their interests and emotional concerns will be different from those of other groups. It was natural for girls to be concerned about neighborhood boys (friends and relatives) going to camp or Korea. This led directly to World Problem I, the Korean situation. A second lead, following newspaper accounts, was their pride in the Negro regiments in Korea. The teacher asked for clippings on that and thus started, quite naturally a press committee on current topics related to world problems. A deluge of clippings and pictures (from *Life*, *Ebony*, *Look*, the *News*, etc.) and letters from Korea provided the first motivation for questions.

"Where is Korea?"

"How far away?"

"What is the fighting about?"

"Why are our troops there?"

Committees to answer these questions were formed by volunteers. The teacher suggested where and how each committee might locate the answers when the committees needed help, but left them to their own initiative where she could. Some others formed a committee to organize the wealth of clippings, pictures, and items brought in, and soon a scrap book emerged, the bulletin board was arranged, and

other exhibits arranged in the cabinet. Answers to the first questions led to more questions about the situation, the background history, and the customs and costumes of Korea observed in the pictures. Learning that the seniors were also studying the Korean situation, the class invited one of the seniors in to talk about the culture and history of the land.

It was only because the group got off to a start on Asia, that the teacher, looking for additional related material, seized avidly upon the letters from Japan which chance brought her way. It could never happen that way again but a teacher must always be on her toes to find other leads. The teacher simply walked into class with the letters. Result—obvious curiosity!

"What are those?"

"Letters from Japanese boys to any American girls who wish to correspond."

Response "Boys?"

"Japanese?"

Pupils handled the letters, noted and commented on the fine, transparent paper, the handwriting, names, places. Each comment led to investigation. "What else do the Japanese make of paper?" (Committee on Japanese art work) Pupils' questions ran like this:

"Where is Japan?"

"How is it connected with Korea?"

"Can you find those places on the map?"

"Why should these boys want to write to Americans?"

Discussion of postwar relations brought out their desire, and ours, to learn of others' culture, ideals, way of living. Eager to write answers, all competed in letter writing and the best letters were sent. Replies from Japan, with pictures, information and souvenirs started another round of committees on reference in the library.

Another group launched on their unit from a much different start. Some of the pupils were talking about television programs before class started. The teacher seized on the lead with a challenge: "Good for entertainment, but what can you learn from television?" Indignant response on newscasts, United Nations sessions, etc. "How many have televisions?" The four or five willingly formed a committee to report on one informative program per day. Others volunteered to listen to radio, another group to match their "finds" with newspaper items, and still another to report on newsreels in movies. Out of the world problems reported in that week, the class voted on two on which to concentrate and follow up.

Out of one girl's complaint that she couldn't understand broadcasters on radio because they talk too fast, grew another unit of study (That plus chance plus an opportunist teacher!) To help in this difficulty shared by other members of the class, a radio was brought in to

the classroom for the WNYC program, 'Let's Look At The News' Discussion of news items included an item on Indonesia being admitted to the United Nations A broadcast from the United Nations General Assembly was heard next day in which (as a Heaven sent miracle to the teacher) a slow roll call of each nation to cast a vote was clearly enunciated The girls understood The teacher wrote each nation on the board as called Next day, two teams were formed Two large maps of the world were brought from the office With great excitement and great secrecy, each team clustered around the map, sought to list as many UN nations as the girls could recognize on the map The teacher was consulted on some difficult points With unflagging interest, they worked all period One team listed 39 and the other 48 out of 60 There followed many questions

'How is it that all of South America is in the United Nations, but not all of Africa or all Europe?'

What book in the library had all the names?" (They found the *Almanac* themselves and brought it in, no doubt with our kindly librarian's help)

"Could we see the UN General Assembly on television?"

'Better yet—why not go there?'

A trip to the UN was planned and carried out prefaced by a preparatory film strip called, "We the Peoples" (run twice, with explanations) and followed by a more intensive study of the problems of "Red" China and the Security Council

It can never be done a second time just that way The only factors which can be repeated to approximate a lesson plan are

- 1 The policy of quickly seizing upon an evinced interest,
 - 2 The organization of the spontaneous efforts and the 'follow up' with committees,
 - 3 The implementation of the pupils' efforts and search for facts by every ingenious device and by the provision of plenty of available reference material, maps, books, materials for projects, trips, etc.
 - 4 The summary of findings through reports, shared information, class discussion,
 - 5 The organization of the class routine to include minutes of activities and permanent records of the summaries of information garnered for future reference.
-

I THE SUPERIOR STUDENT AS A RESOURCE

The teacher's orientation to the problem of the superior student is two-fold. With respect to the individual student, the chief direction must be parallel with the general aim of education—the cultivation of the latent powers of a rich resource. With respect to the needs of society, the major aim is to cultivate competent and democratic leaders in all of life's activities. These aims should largely determine our special adaptations for the superior student.

Before considering these special adaptations we must have before us a sketch of this "superior student" who is the subject of our interest. Here we are concerned with one particular type of superior student—the rapid learner of academic subjects. This student reads rapidly, comprehends readily, has a good memory. He is imaginative, assimilates abstract ideas with ease, formulates analogies and broad generalizations. He is intellectually alert, well informed on a variety of subjects, able to work hard at mental tasks, and, in particular, has a knowledge of, and an interest in, current events. He reads extensively. He has initiative and a wide span of attention. He has a good vocabulary, reasons logically, and is adept at self-expression.

This seems like a teacher's paradise. Unfortunately, however, these qualities often carry with them a set of deficiencies that are not so generally known but are equally significant as background data. The superior student is so adept with words and with generalizations that it is often difficult to know whether he really comprehends. Fluency sometimes hides superficiality, and glibness may substitute for necessary effort. Eagerness to learn becomes exuberance, but also may lead to restlessness. These are a few of the difficulties that go with the opportunities.

In all of this it should be understood that any group of superior students is itself heterogeneous. There are vast differences among them in interests, abilities, and effort. These must qualify every aspect of our discussion.

II. ADAPTATIONS IN THE CURRICULUM

The preliminary consideration for the curriculum is the subject matter that the superior student should be expected to learn. There does not seem to be agreement among educators as to whether there

should be a quantitative difference in content between the superior and the slow students. Of course, the superior student can cover more ground. But the major differentiation should be qualitative, that is, by way of enrichment in ways that utilize the special resources of this type of student. Difficult topics, beyond the ready comprehension of the average student, should be studied if they are of sufficient value. Random examples are: The organization and functions of administrative agencies, the civil rights cases of the Supreme Court, varying interpretations of the causes of the Civil War (See end of chapter). Similarly, abstract concepts are in order: Adam Smith's 'invisible hand', Veblen's "conspicuous consumption", the various philosophies of history. Deep insights and refined perceptions are part of this enrichment process.

III ADAPTATIONS IN TEACHING METHODS

Assignments can be made in large units, with confidence in the ability of the student to assimilate and correlate the material. (We should not, however, minimize the incidence of certain universal human traits that handicap bright as well as slow students, laziness, forgetfulness, and the tendency to put off till tomorrow.) Even where daily assignments are made, it is not necessary—in fact, it is often wasteful,—to motivate each assignment. There is a carry-over of motivation resulting from the student's broad interests, not to mention the motivating power of marks and the general feeling of success and accomplishment. For similar reasons, assignments can regularly be made that require volunteer or extra-credit work. Those who have had long experience in teaching superior students report that they are almost always able to obtain volunteers for such assignments, no matter how frequently made.

A few observations need to be made about the procedure of the lesson itself, specific examples will come later. Developmental lessons can be planned on the basis of the traditional few pivotal questions, with the assurance that the class will carry on—provided that the questions are really stimulating and thought provoking. Frequently, these questions may be broad and quite difficult. Often a single question may suffice to carry through for an entire class period. Summaries need not be frequent. They can be fairly comprehensive in scope, applied to current events, involve discussion of difficult quotations, correlated with other subjects. Throughout the developmental lessons facts can usually be taken for granted though this should not be overdone. Our superior student can, more easily than others, conceal ignorance by bluffing.

Varied types of socialized and non developmental lessons that call for initiative and originality should be used as frequently as possible. Thus, a symposium on the Taft Hartley Law can include three or

more students one for outright repeal, one for complete retention, and one or more for modification. A lecture-debate on the control of atomic energy can include the following student talks on the sources of uranium, peacetime possibilities, need for control, and a debate on the American vs the Russian plan. The more formal type of debate is possible on any number of topics. The Marshall Plan, The Atlantic Pact, World Federation, The Electoral College. The Palestine problem can be aired in a United Nations debate in which committees of students play the role of a different country with a special viewpoint. The unit organization has many desirable features which should not be ignored in planning work with superior students.

Special mention should be made of dramatization which can take many forms. There is the conventional reproduction of a historical situation, the National Convention of France in 1792, the American Constitutional Convention, the Versailles Peace Conference, a United Nations discussion on almost any problem. Less conventional, and calling for greater originality, is the role-playing in the following situation: a labor management mediation proceeding, with provisions for the roles of employer, union official and mediator, a Congressional hearing on tax revision, with a student chairman counsel and economist, students representing various economic groups, and the remainder of the class constituting the committee. Postwar problems can be visualized in the following situation: a group of persons of highly diversified attitudes—e.g., a Czech Communist, a German Social Democrat, and an English Conservative—meet in a Swiss railroad station and become involved in conversation.

Another specialized and frequently used procedure is the committee system. In using this device, the teacher can draw upon the initiative, originality, fund of information, and varied interests of the superior student. Thus, in planning a unit on Labor Problems, a teacher can, with reasonable confidence, leave the suggestion of topics completely in the hands of the class, they are quite cognizant of many of the significant problems involved. The research aspects of this procedure will be discussed hereafter.

Individual research and the use of source materials should play a major role in the work of the superior student. He is capable of understanding technical and difficult language, he has initiative and imagination that require constant cultivation, he has a critical capacity, he has varied interests and abilities that enable him to translate one form of expression into another—a paragraph into a table of figures, the former into a class talk, the latter into a graph—not to mention the production of cartoons, films and recordings.

Practically every one of the lessons heretofore mentioned calls for some research. Almost any social studies lesson can be enriched by individual reports requiring research outside the textbook. A bright

student will need very little or no guidance after the first few such reports have been made. This is particularly true if an initial lesson is devoted to the use of sources, and if a brief discussion of sources follows every report.

It may be desirable to give a few specific examples of the varied uses of the research technique. Consumer problems can be studied by analyzing cases in official publications like the Notices of Judgment of the Food and Drug Administration and the Reports of the Federal Trade Commission. Pamphlet material of the National Association of Manufacturers and of labor unions can be made the basis for propaganda analysis. Students should be asked to bring textbook data up to date on such topics as the cost of living, the federal budget, unemployment, and living conditions in foreign countries. These can be translated into graphic form. Occasionally an outdated textbook can be supplemented by mimeographed materials drawn up by a committee of students working under the supervision of the teacher. This has been done successfully on the following topics: The Bretton Woods Agreements, The Wartime Manpower Problem, The Problem of the Small Business Man, The Employment Act of 1946 and The Point Four Program. In each instance the committee, with some guidance, did the research, wrote the outline, compiled a bibliography, drew up study questions for the class, and took care of the mechanics of stenciling. Now and then a student with a special interest will be encouraged to do a specific project on a technical problem, as often as not, the initiative will come from the student himself. Thus an expert in mathematics worked out a comprehensive analysis of the different types of graphic presentation, another student made an analysis of the stock market trend for a whole term, including an attempt to explain the reasons for the observed fluctuations, the Israeli Constitution inspired a student to trace its provisions to the sources that served as models. Several students prepared slides to assist their respective committees in presenting an effective report to the whole class. Finally, superior students can analyze different treatments of a topic by various authors.

Community resources can usually be utilized to a greater extent and to greater advantage by the superior student than by others. We need not here set forth all the ways in which these resources can be used. Suffice it to recall, for our present purposes, the initiative and greater comprehension of this type of student. He can interview outsiders, obtain pertinent realia, and report on trips.

IV ADAPTATIONS IN TESTING

Testing of superior students should be geared to a high level of intelligence and accomplishment. Essay questions should test broad conceptual understanding as well as ability to apply relevant facts.

Here are two examples from a final examination in Economics

1 "The American consumer's freedom of choice is a key factor in the economic freedom of this nation"

(a) Show clearly how the laissez faire policy follows from the classical notion that free competition leads to the best of all possible worlds (5)

(b) Describe some alleged failures of laissez faire in operation. (5)

(c) Argue for or against the proposition that the consumer's freedom of choice is curtailed by two (2) of the following

(1) government grade labeling

(2) monopolistic practices

(3) consumers' cooperatives (10)

2 "The effective answer to communism is the human welfare state in which the fetish of property rights is subordinated to the right to work and security for the masses" (Associate Justice William O Douglas)

(a) Argue for or against the quoted statement. (5)

(b) In two (2) of the following areas, describe legislation adopted since 1932 that is part of the program of the "welfare state"

(1) labor

(2) regulation of business

(3) public finance

(4) social security (10)

Short answer questions should test a variety of skills of greater than average difficulty the refined use and interpretation of statistics, the avoidance of fallacies, keen distinctions among statements as *true, false, or insufficient data given*, comparisons of ideas quoted in two difficult passages, sharp differentiations between fact and opinion. There should be a goodly proportion of questions related to current events, including items not specifically covered in class. (More detailed suggestions will be found in the chapter on testing.) One additional recommendation for use with superior students is made at this point, namely, individual oral testing, if time permits. This is particularly appropriate for make up tests, and as a substitute for the conventional term reports, it approximates the college seminar technique. Superior students may be called upon to help less gifted students. In many schools, the members of a scholastic honor society, such as the *Arista* in New York City, regularly perform this function. Here we have a clean-cut example of "the superior student as a resource."

V. ADAPTATIONS IN THE EXTRACURRICULAR PROGRAM

The extracurricular program of the superior students should be rich and extensive. The social studies department can count on a

large number of volunteer participants. A rough indication of this point can be gleaned from one teacher's experience as faculty adviser of a current events club in a general high school he had an average attendance of about 20, whereas in a school with half the student population of the other school but which selected its students on the basis of an entrance examination he had an average attendance of about 100.

The current events club should give the superior students an opportunity to help plan programs and arrange publicity. The officers should be well versed in parliamentary procedure, and there should rarely be need for the faculty adviser to intervene in the conduct of the meetings.

To provide for the superior students' wide range of interests and abilities, a highly varied program should be arranged. Speakers should include not only outside experts but pupil talent as well.

It should be easy to interest a group of superior students in publishing a social studies magazine. This can, of course, become an embarrassing problem, but a faculty adviser with tact, intelligence, and sound judgment can make a vital contribution toward the development of leadership in the fair handling of controversial issues.

Superior students can do a good job in planning and conducting assembly programs. The current events club can be used as a nucleus for many such programs. A symposium can be held from the assembly platform, with questions from the floor. This club can also serve as the coordinating group for a strong human relations or United Nations program throughout the entire school.

Participation in interscholastic contests and forums has to be based primarily on the talents of the superior students. In New York City many such opportunities for initiative, self expression, and leadership are offered regularly: the Borowide discussions, the Citywide discussions, the *Herald Tribune* Forums, the Congresses of local colleges, the Town Hall meetings, and student radio programs like those of the *New York Times* and of Station WNYE (New York Board of Education).

VI. SELECTION OF TEACHERS

It seems obvious that, in order to make the most out of the resources of the superior students, the skill, learning, and ingenuity of the teacher will be taxed to the utmost. The teacher of superior students should be widely read, and particularly expert in his own field, since it is no exaggeration to state that some of our brightest pupils will be far ahead of even some of the most gifted and superior teachers. The teacher must be ready to acknowledge his own limitations, and do all that he can to recognize and cultivate the thorough grasp, philosophic insight, and broad interests of the gifted student. The

teacher should, like his pupils, have initiative and originality, in order to be able to give them the variety of experiences that will appeal to their many sided interests and abilities. This teacher should also possess in good measure a dynamic personality, interest in the development of children, a sound physical constitution to cope with the demands of energetic pupils, and willingness to experiment. These characteristics are, of course, expected of every teacher, but in so far as possible, the teacher of the superior student should possess these qualities to an unusual degree. Otherwise, the schools may not succeed in their desire to stimulate and develop the rich resource that comes to them

DEVELOPMENTAL LESSON PLAN

Topic: *The Economics of the Agricultural Legislation of the New Deal*

AIMS

- 1 To show the basic economic principles that underlay the New Deal agricultural program
- 2 To demonstrate the nature of normal price

MOTIVATION

Place on blackboard the following chart

		Demand = 1,000,000 bu.	
Super-Marginal	{ A	supplies 500,000 bu	at \$1 00
	{ B	" 300,000 bu	at 1 10
Marginal	C	" 200,000 bu	at 1 15
Sub-Marginal	{ D	" 100,000 bu	at 1 16
	{ E	" 80,000 bu	at 1 20
	{ F	" 50,000 bu	at 1 25
	{ G	" 20,000 bu	at 1 30

Outline

- 1 A, B, C, dispose of crops
 - (a) Production meets demand
 - (b) Others unable because of higher costs of production
- 2 Market price for A, B plus C = \$1 15
 - (a) Cost of production of least efficient producer whose supply is needed to meet demand

Procedure (Questions)

- 1 Which of the above suppliers will dispose of their crops?
- 2 What will market price be?

Outline

- 3 Sub marginal producers will dump product
- 4 Effect of dumping
 - (a) Flood market—prices drop
- 5 Laissez faire as a solution
 - (a) Sub-marginal producers driven out of production
- 6 Criticism—
 - (a) Many subtle forces at work in deciding which producers survive—inside information better education, etc.
 - (b) As a matter of humanity (Joad family— Grapes of Wrath')
 - (c) Political—to secure support of farm votes
- 7 Government intervention
 - (a) Curtail production of all producers to some extent thus allowing a larger number of producers
 - (1) A.A.A. — voluntary acreage reduction
 - (b) Buy up and remove sub-marginal farmer return land to grass
 - (1) Resettlement Administration
 - (c) Destroy surplus (A.A.A of 1933)
 - (d) Increase demand
 - (1) Make foreign demand effective via export subsidy
 - (2) Use of stamp plan to increase domestic purchasing power
- 8 Significance
 - (a) Higher prices to consumers

Procedure (Questions)

- 3 What will those unable to sell do—particularly if product is perishable?
- 4 What effect would this have on the market price?
- 5 How would a policy of laissez faire solve this problem?
- 6 Is this a satisfactory solution? Reasons for answer
- 7 What specific plan can you suggest that might be used by the government to find a better solution to the problem?
- 8 What significant effects will result from a policy of government intervention?

Outline

Procedure (Questions)

- (b) 'Vested interest' in government assistance
- (c) Subject to political pressures which may be sectional rather than national in emphasis
- (d) Efficient farmer may be penalized

ASSIGNMENT FOR FOLLOWING DAY

1 A.A.A. (Agricultural Adjustment Act) 1933—define domestic allotment, processing tax

2 S.C.A.D.A. (Soil Conservation and Domestic Allotment Act) 1936—What technique did the government use to reduce farm surplus?

3 A.A.A. 1938—Distinguish between

- (1) National acreage quotas and marketing quotas
- (2) Define—

- (a) Crop control referendum
- (b) Crop insurance
- (c) Commodity loan
- (d) Parity

(3) Defend or criticize, both from the standpoint of economic theory or practical considerations and effects, the wisdom of the government's farm program

DEVELOPMENTAL LESSON PLAN—ANALYSIS OF SOURCE MATERIALS

Topic Causes of War of 1812 *

(A lesson such as this, or a similar one, should be assigned a few days in advance of the anticipated class discussion)

AIMS

1 Information—different viewpoints on the question of the causes of the War of 1812

2 Skills

- (a) Getting information from the printed page
- (b) Clear thinking in interpreting different viewpoints concerning this topic

* For the background of this type of lesson and for further illustrations see articles in the October and December 1938, *High Points* by Sidney Barnett—"A Review of Walworth's School Histories at War" and "The Passing of the Traditional Textbook"

3 Attitudes

(a) Critical mindedness

(b) Suspension of opinion until evidence has been gathered

MOTIVATION

Distribute the following mimeographed material which contains two columns of excerpts from various history textbooks dealing with the question of the causes of the War of 1812

ABOUT THE WAR OF 1812

Wallace—*A History of the Canadian People* (1936)

The War of 1812 had its ostensible origin in questions connected with the Napoleonic struggle in Europe. But it is by no means certain that the ostensible reasons for the war were the real reasons. The New England States, which were most vitally affected by the action of the British Navy, were, on the whole, opposed to the war, and the chief demand for war came from the Southern and Western States where a strong and very vocal party known as the War Hawks, thought the time was opportune to invade and occupy Canada.

Bingay—*History of Canada* (1934)

In 1812, seizing the opportunity of the Napoleonic War, the United States declared war against Great Britain, with the object of taking Canada, which was again invaded unsuccessfully, English and French uniting to repel the aggressor.

McArthur—*History of Canada for H S* (1931)

Some Americans charged the Canadians with actively encouraging the Indians to wage war on the white settlers. It is not necessary to believe such charges to understand the hostility of the American

Latane—*History of the American People* (1930)

Another grievance against Great Britain arose out of the aid and encouragement given by the Canadian authorities to the Indians of the Northwest. The Indians had secured their arms and ammunition in Canada and it was generally believed that the British authorities had incited them to acts of hostility.

Beard—*Making of American Civilization* (1937)

On land no less than on sea, the British were belligerent toward the United States. They protected the Indian chief Tecumseh who was terrifying the frontier by his forays on white settlements. British support of the Indians was not only provoking, it was a serious matter for the American.

frontiersmen to the Canadian traders, there were other reasons the vision of Canada as part of the United States was attractive

Latane—Same as above

The impressment question was the main cause of the popular feeling against England, and that alone was enough to justify war

DEVELOPMENT

1 Have class read both columns

2 (a) What are the causes of the War of 1812 as given in the excerpts in the left hand column?

(b) What are the causes as presented in the right hand column?

3 Why is there such a difference of reasons for the War of 1812 when we compare both columns of excerpts?

Some students may think that the excerpts on the left contain the viewpoint of the New England states which opposed the War of 1812 while others may feel that these excerpts represent the attitude of the English or Canadians. Some students will state that the right hand column represents the attitude of the Western and Southern writers while others will think that it shows the feeling of American writers as opposed to English or Canadian authors

4 Identify all the excerpts

(a) List the causes on which two or more writers seem to agree.

(b) Examine more detailed accounts of the cause of the War of 1812 in other books. To what extent do these accounts support or refute the statements listed?

(c) State the reasons why you regard any or all of the statements inaccurate, or biased.

(d) Prepare a summary statement of your own on the causes of the War of 1812

SUMMARY AND APPLICATION

1 (a) How can we learn the truth about the causes of the War of 1812?

(b) About the causes of any war in which our country has engaged?

2 What international agency at the present time is engaged in the task of inculcating an objective viewpoint towards the writing of history texts? (Have one or two students give prepared reports on the work of UNESCO in this field)

3 Should the United States and all other members of UNESCO give their support to this task? State the reasons for your answer. Mention some of the difficulties and suggest ways to overcome the difficulties mentioned

Variations of the foregoing can be achieved by analysis of varying interpretations of a single event.

Topic: The Causes of the Civil War

James Ford Rhodes "Antecedents of the American Civil War" in *Lectures on the American Civil War*, 1913.

'And of the American Civil War it may safely be asserted that there was a single cause, slavery . . .

" . . . when events are reduced to their last elements, it plainly appears that the doctrine of states' rights and secession was invoked by the South to save slavery, and by a natural antagonism, the North upheld the Union because the fight for its preservation was the first step toward the abolition of Negro servitude. The question may be isolated by the incontrovertible statement that if the Negro had never been brought to America, our Civil War could not have occurred."

Bernard DeVoto "Slavery and the Civil War" in *Harper's* magazine, February 1946

'Slavery was at the very heart of our disequilibrium. It was the core of the social, the economic, the political, and the constitutional conflicts."

'In its concern to show that the Civil War was a product of hotheads, radical agitators, and their propaganda, an almost incidental result which could have been avoided if some extremists could have been induced to hold their tongues, history is in imminent danger of forgetting that slavery had anything whatever to do with the war"

Ulrich B. Phillips "The Central Theme of Southern History" in *American Historical Review*, October 1928

'It is perhaps less fruitful to seek the social classes at large which were warm and those which were cool toward independence (i.e. Southern independence from the North and from the Union) than to inquire why the citizens of certain areas were prevailingly ardent while those in an other zone were indifferent or opposed, why for example the whole tier from South Carolina to Texas seceded spontaneously but no other states joined them until after Lincoln's call for troops. The reason lay in preceding history as well as in current conditions. The economic factor of the cotton belt's interest in free trade and its recurrent chagrin at protective tariff enactments is by no means negligible"

Charles and Mary Beard "The Approach of the Irrepressible Conflict" in *The Rise of American Civilization*, 1933

The furor over slavery is a mere subterfuge to cover other purposes"

Since therefore, the abolition of slavery never appeared in the platform of any political party, since the only appeal ever made to the electorate on that issue was scornfully repulsed since the spokesman of the Republicans emphatically declared that his party never interfere with slavery in the states in any shape or form, it seems reasonable to assume

that the institution of slavery was not the fundamental issue during the epoch preceding the bombardment of Fort Sumter "

'Nor can it be truthfully said, as southern writers were fond of having it, that a tender and consistent regard for the right of states and for a strict construction of the Constitution was the prime element in the dispute that long divided the country "

"When the modern student examines all the verbal disputes over the nature of the Union—the arguments employed by the parties which operated and opposed the federal government between the adoption of the Constitution and the opening of the Civil War—he can hardly do otherwise than conclude that the linguistic devices used first on one side and then on the other were not derived from inherently necessary concepts concerning the intimate essence of the federal system. The roots of the controversy lay elsewhere—in social groupings founded on differences in climate, soil, industries, and labor systems, in divergent social forces, rather than varying degrees of righteousness and wisdom, or what romantic historians call 'the magnetism of great personalities' "

Vernon Parrington "Spokesmen of the West" in *Main Currents in American Thought*, 1927

"Racially and economically the free-soiler was hostile to the black whether slave or free. The free labor of the West wanted no competition with an alien race, and was prepared to fight both the white master and free black for exclusive possession of the national domain.

The free soiler hated slavery because it threatened his immediate economic interests, nevertheless as the great struggle developed the moral injustice of slavery was thrust to the fore and imparted a humanitarian motive to the free soil argument."

Rollin G. Osterweis "South Carolina and Southern Nationalism" in *Romanticism and Nationalism in the Old South*, 1949

'By 1860, the boundaries of the United States encompassed two nations. A people whose way of life had received direction from the plantation system and the institution of slavery began to manifest a group consciousness suggestive of the nineteenth century European Romantic Nationalism. Once this group consciousness had taken hold a war for Southern independence became more than a possibility.'

Fred A. Shannon "Economic Sectionalism and Disunion" in *America's Economic Growth*, 1940

"The economic inferiority of the South was of overwhelming importance in bringing about the economic sectionalism that led to secession and war between the states. Conflicting social, cultural, political and even racial points of view played a conspicuous part. But these matters might have resulted in nothing more serious than sectional snobbery had it not been for basic economic differences which touched the rawest nerve of the people. The slavery issue, which toward the last overshadowed the conflict, was only incidental until dragged forth as a camouflage for more fundamental sectional interests. In the end it was a national hysteria that brought on the war.

"The industrial, commercial, and banking centers of the East certainly had no desire to drive the South into secession, or even to bring about the abolition of slavery. They wanted cheap cotton and no competition from Southern factories, merchants, or banks. Why tamper with an institution that seemed to perpetuate the existing relations between the sections? But a peculiar notion prevailed that all slave states had common economic interests for which they would stand together in Congress, the idea persisting in spite of continued opposition of border-state Congressmen to cotton state proposals. So Eastern politicians of the more capitalistic persuasion angled for western support on economic problems and opposed any increase in Southern political strength that might come from slavery extension into the territories.

"The West was also mainly free-soil in tendency, but for different reasons. The inhabitants expected for themselves or their sons the opportunity of going out into the territories, whenever the time became ripe, to carve out homesteads. But they wanted no competition from Negroes or great landowners. Therefore, they wanted slavery banned from the Northern territories but were willing to see it continued south of the parallel 36 30, since this would keep down the number of free Negro competitors. The coming of the railroads, coupled with Eastern surrender on the land question, ended an era of political wavering."

Russel B. Nye "The Slave Power Conspiracy, 1830-1860" in *Science and Society*, 1946

"The fight against slavery was not only a struggle to free the Negro from bondage, but one to remove as a dominant force in American life the threat of a well organized, aggressive, threatening 'Slave Power Conspiracy,' or what is called Slavocracy. For the abolitionists, who remained a minority in the North throughout the entire pre war period, the 'Slave Power threat' served as an invaluable device in gaining public support. There was, they charged, a tacit secret agreement among Southern slaveholders not only to maintain undisturbed their 'peculiar institution,' but to foist it on the nation by extending it to territories and free states (possibly to whites), to destroy civil liberties, control the policies of the Federal government and complete the formation of a nationwide ruling aristocracy based on a slave economy.

The tendency to include in the term 'Slave Power' not only slaveholders but also Northern industrialists grew, until by 1850 the term meant as Wendell Phillips strikingly phrased it, an alliance of 'the Lords of the Lash and the Lords of the Loom.' 'The wealth of the North and the wealth of the South,' cried *The Antislavery Bugle*, are combined to crush the liberal, free, progressive spirit of the age, and the fight against the Slave Power became a battle against conservatism, reaction, aristocracy, and the power of capital—in Ohio and Massachusetts as well as in South Carolina."

J. G. Randall, "A Blundering Generation" in *Lincoln the Liberal Statesman*, 1947

Let one take all the factors traditionally presented—the Sumter

maneuver, the election of Lincoln, abolitionism, slavery in Kansas, pre-war objections to the Union, cultural and economic differences, etc.—and it will be seen that only by a kind of false display could any of these issues or all of them together, be said to have caused the war if one admits the elements of emotional unreason and overbold leadership. If one word or phrase were selected to account for the war, that word would not be slavery, or economic grievance or states rights or diverse civilizations. It would have to be such a word as fanaticism (on both sides), misunderstanding, misrepresentation, or perhaps politics.

SOCIALIZED LESSON PLAN (Student Reports)

Topic: Nationalism as Reflected in the Work of Great Musicians
(A lesson of this type will require two or three periods)

I AIMS

- 1 To appreciate the varied influence of nationalism
- 2 To develop a spirit of tolerance through the recognition and understanding that our cultural heritage transcends national boundaries
(In assigning the lesson, the teacher has developed the following idea: Nationalism is one of the greatest forces in modern history. We have seen it make and unmake empires. But its force has been felt beyond the political field. It has influenced artists, writers, and musicians. We are going to demonstrate that influence today by studying the works of some outstanding musicians.)

II DEVELOPMENT

Floor talks on the contributions of certain composers. Each talk is to develop the national background of the composer, to show how his nationalism was reflected in his music.

Each floor talk is to be illustrated by playing a victrola selection. Equipment, arrangements, etc. are to be made by class committee.

- 1 Tschaiakowsky—"Overture of 1812"
- 2 Chopin—"Polonaise"
- 3 Liszt—"Hungarian Rhapsody"
- 4 Dvorak—"New World Symphony"
- 5 Sibelius—"Finlandia"
- 6 Wagner—"Ring"
- 7 Gershwin—"Rhapsody in Blue"
- 8 Verdi—"Aida"
- 9 Debussy—"Pelleas and Melisande"

III. CONCLUSION AND SUMMARY

For several years Toscanini refused to conduct concerts in Italy and Germany because he disapproved of their treatment of non-Ger-

man artists. He believed that music transcended national and racial boundaries. Do you agree with this? Do you think that we should refuse to listen to the music of the Germans? Italians?—because we disapproved of their political philosophy? Shall we follow the same policy with respect to Russian music? Why, or why not?

SOCIALIZED LESSON PLAN (Group Discussion Technique)

Topic: Unequal Distribution of Income and Wealth in the United States

AIMS

1. To inculcate an awareness of the inequalities in the distribution of income and wealth in the United States.
2. To consider remedies, if any.
3. To analyze the source and accuracy of information and to develop a critical attitude in the evaluation of visual material.
4. To create a desire for social amelioration.

PREPARATION

On the blackboard is an outline to assist the discussion groups as follows

- I. Distribution of income.
 - A. By individuals
 - B. By families
 - C. Geographically
 - D. Functionally
- II. Distribution of wealth.
- III. Evils following unequal distribution.
- IV. Suggestions for correcting gross inequalities.

Around the room are five charts, headed as follows: Distribution of Income. A. By individuals; Distribution of Income B. Families; Distribution of Income C. Geographically; Distribution of Income D. Functionally; Distribution of Income E. Distribution of wealth.

PROCEDURE

1. *Introductory question:* We have been studying the share each factor in production receives in the process of production. Construct a circle and indicate the share which goes to each factor.
2. *Statement of aim (teacher).* Our job for today is to see the net results of the process of distribution recorded statistically. Let's turn to these charts around the room.
3. In studying these charts, what cautions should we observe?
4. Keeping these cautions in mind, let's begin our study of these

charts. Each committee constitutes a group under its discussion leader to consider each one of the charts, explaining its source, and the reliability of the information it conveys.

5 *Group reports.* The discussion leader of the first group presents the report of his group and defends the conclusions it has formulated. Minority reports, other objections, to the majority report of the leader are presented. Queries from the class. Same procedure for the other groups.

6 *Summary and application*

a. What are some of the causes or explanations of the wide variations

b. What evils result from the disparities in income distribution?

c. What steps have been taken to bring about a better distribution of income?

d. What further steps seem to be desirable and practical?

References

1 *Education of the Gifted*, by the Educational Policies Commission (1950). This publication deals mainly with the role of the gifted in a democracy and the need for "investment in talent." It also discusses the following types of special provision for the gifted: (1) acceleration, (2) grouping, (3) enrichment, and (4) elective courses. It is largely a theoretical treatment.

2 *The Education of Superior Children*, Curriculum Division Bulletin, No. 3, Nov. 1945, Board of Education of the City of New York.

3 *Educating Superior Students*. 'Cooperative Studies Carried on Under the Auspices of the Association of First Assistants in the High Schools of the City of New York' (American Book Co., 1935), unnumbered chapters on "Economics, History and Civics," and "Conclusions and Recommendations."

4 Some problems peculiar to a school where all entrants are chosen largely on the basis of a special examination, and, therefore where the superior student atmosphere pervades the entire school, are discussed in 'The Bronx High School of Science Comes of Age,' by Abraham Tauber, in *High Points*, April 1948, pp. 10-21.

5 For a description of an elective course for training in leadership, see Doris Pearl Eliason, 'Introducing TPD (Techniques of Public Discussion),' in *High Points*, Nov. 1949, pp. 75-80.

6 The functioning of a program of a school within a school is described in 'The Honors School at John Adams,' by Harold G. Froelich, in *High Points*, March 1949, pp. 18-24.

7 For a concrete description of a program in a vocational school, see Isaac Turofsky, 'Classes for Superior Children in the Vocational High School,' in *High Points*, January 1949, pp. 27-33.

In a recent nation-wide survey of the teaching of current affairs conducted by a group of New York City schoolteachers on fellowships granted by *The New York Times* a number of significant conclusions were reached *

Where poor teaching of current affairs was found, the most characteristic weaknesses were

- 1 A failure on the part of the teachers and pupils to understand and achieve the *basic purposes* of current affairs teaching

2. An overemphasis on the acquisition of facts and information, with a consequent tendency to evaluate results through the use of quizzes and short answer tests

- 3 The teaching of current affairs *in isolation*, neglecting numerous opportunities for integrating current affairs instruction with existing courses of study, and ignoring the development of needed skills, interests and attitudes

Where good teaching was found the following characteristics were very apparent

1. A limited number of current affairs topics was carefully chosen with clearly understood educational objectives in mind. The work in current affairs was directly integrated with the courses of study and was conducted with the purpose of developing and improving skills which were needed by pupils of the particular age and grade level being taught

- 2 Lessons on a wide variety of social studies topics or problems were approached from a *current affairs point of view*. Current affairs were continuously *integrated* into both the curriculum (total of pupil experiences) and courses of study in traditional subject areas

- 3 Instead of relying upon a single source of information, whether an adult newspaper or a specially edited news periodical for school children, teachers and pupils made use of a wide variety of publications and audio-visual aids

* Corbett J. F. Brown N. Mitchell M. B. Quigley M. S. and Clark, D. *Current Affairs and Modern Education*. A Survey of the Nation's Schools. *The New York Times*, 1950

I PURPOSES OF CURRENT AFFAIRS INSTRUCTION

A most useful statement of the 'basic purposes and underlying principles in teaching of current affairs' was released in the spring of 1948 under the formidable title *The Teaching of Current Affairs, a Report Prepared by a Committee of the National Council for the Social Studies for the National Education Association at the Request of the World Organization of the Teaching Profession for Consideration at Its Meeting on July 1, 1949*"

The following list of four broad goals has been drawn from this report

1 To develop a concern for the immediate and long range welfare of people in our own nation and in other countries

2 To help pupils acquire and integrate information from many sources needed for an understanding of contemporary problems

3 To develop competence in those skills which are necessary for clear and objective thinking reading, listening, observing, discussing, obtaining, evaluating, and organizing information, and reaching conclusions

4 To develop competent and responsible citizens who take an active part in local, national, and international affairs

II CURRENT AFFAIRS AS PART OF THE SOCIAL STUDIES COURSE

A. Do the Social Studies hold a monopoly on Current Affairs instruction? The alert English or Science teacher will include important current events as part of his normal daily work. For them as well as for the art and music teacher, current affairs are often a vehicle for teaching the skills, attitudes, information and other outcomes sought in the specific areas

B We know, however, that the Social Studies are expected to "carry the ball" in the attempt to achieve the educational goals outlined above. Such leadership need not be confined within the walls of the classroom. These are some of the ways in which Social Studies teachers have involved the whole school in current affairs programs

1 Leading a discussion club which is part of a city-wide inter-school conference on current problems

2 Assuming responsibility for the preparation of a Town Hall assembly program

3 Working with faculty advisers of the school newspaper and student council on editorials dealing with world problems, or open forums and opinion polls on current issues

4 Joining with representatives from other departments in a faculty committee to work on suggested topics for discussion in home rooms

5. Preparing students for group participation in Foreign Policy Association student meetings and similar conferences sponsored by groups interested in alerting young people to domestic and world problems

The Social Studies, however, have been given the major responsibility for current affairs instruction because the *courses* provide the core and background of contemporary problems. There are, of course, very obvious opportunities in the syllabus. One cannot teach the unit on Labor in Economics without some reference to union controversies. The section on "The Role of the United States in the Post War World" in the American History course of study surely lends itself to lessons on our relationship with Western Europe, Marshall Plan Aid, and our current policy toward China. Similar examples can be cited in every course taught as part of the Social Studies.

The resourceful teacher will, however, find opportunities in other sections of the syllabi which are seemingly unrelated to current trends. If we agree that current affairs is best taught not in isolated lessons, but as an integral part of American History, Modern or World History, Economics and Geography, every opportunity must be used to make the Social Studies meaningful in terms of the pupils' present day experience. For example

9th Year World Geography The unit on the Mediterranean basin provides opportunities to discuss such current problems as Greece's internal difficulties. Latin American political upheavals should be included in a study of the geography of that area.

Modern or World History The Congress of Vienna can be related to the present problems faced by the victorious powers of World War II in arranging a permanent peace. Nationalism was a force which led to the disintegration of the Austro-Hungarian Empire. Is Russia today faced with the same problem in attempting to control her satellites?

American History The period of social reform during the Jacksonian era can be compared with the present day movements to extend the benefits of free education and medical care with the support of the federal government. Sectionalism continues today. In the 1830's it was the tariff and internal improvements in the form of canals and railroads, today it is Civil Rights and internal improvements in such forms as the Missouri Valley Authority.

Economics Every lesson lends itself to a current affairs approach. Present trends in the government's attempt to control monopoly, the cost of living today, new directions in taxation to support the expanding activities of government, changes in methods of international trade brought about by American leadership in world affairs. All these things touch upon the course of study in Economics.

When a major current issue arises, such as the Berlin Blockade, or the Korean crisis, the Social Studies teacher need not wait for the appropriate opportunity in the course of study. There is enough flexibility in most schools to permit the presentation of a series of lessons on such an important current affair. Our pupils should be able to interpret continuing headline news. The opportunities are there for teachers to use. Few courses of study are so rigid as to discourage such departures. Teachers can make adaptations to include current affairs as part of each topic. We are freer than we think.

III THE LESSON WHICH USES CURRENT MATERIAL

A *To motivate a unit, the lesson itself, or an assignment*

1 The unit on the Far East. A lesson on China and the present trend toward Communism in the Far East.

2 A lesson on the Federal System of Government. Bills to abolish the poll tax.

3 An assignment for the lesson on Alliances after World War I.

What is the purpose of the Atlantic Pact? Why was it formed?

B *To illustrate and apply*

1 Washington's farewell address. Would he say the same thing today?

2 Reign of Terror in France 1794 as compared with the terror in Eastern Europe today.

3 League of Nations Mandates—the United Nations Trusteeship Council.

C *To bring the topic up to date*

1 Dutch East Indies in World Geography, and the United States of Indonesia.

2 Nationalism, and present day German unity.

3 The American way is expanding its horizons to include federal aid to education, research, and new forms of social security.

4 The wage earner and new aspects of collective bargaining, pensions paid for by employers.

D *A series of lessons for the background of an important current issue*

1 China in Crisis—tracing the difficulties China has faced since 1840.

2 The New State of Israel—the nature of Zionism, Palestine between wars, Persecution of Jews, the UN acts.

3 Civil Rights and the filibuster in the Senate. Our expanding bill of rights, new opportunities for our minority groups.

E *Skills and Attitudes*

1 Reading and interpreting editorials in daily newspapers.

2 Analyzing an article in a school weekly.

3 A panel discussion on "Shall we have compulsory Health Insurance?"

4 The class becomes a town hall with a moderator and two student speakers. Questions are asked from the floor on the topic "Shall we recognize the New Chinese Communist Government?"

5 The class becomes a trusteeship council considering the complaints of the delegate from South West Africa.

6 A radio round table on freedom of criticism in our service forces

7 Class is assigned radio commentators one particular evening, and opinions are compared in class the next day. The emphasis in these approaches is on pupil evaluation of pupil opinions, the ability to discuss and present a point of view, the ability to make use of information gathered over the radio, in the newspapers and in current magazines

F The Slow Learner and Current Affairs

1 The school weeklies are issued on several grade levels. Appropriate articles in these may be integrated into the regular course of study. The class may use several issues on different levels

2 Slide films on current topics are now available.

3 Current affairs can well become the interest factor for the slow student in World History

4 Many opportunities are available for non-verbal approaches: cartoons, maps, charts

G Challenging the Bright Pupil

1 Panel speakers will do the necessary library research.

2 The gifted class can have a session on the Security Council at every appropriate section of the International Relations Unit in World History

H The Lesson on a Controversial Issue Some teachers have developed a pattern to guide the class in a discussion of a controversial issue

1 What are the known facts on the issue?

2 What are the different opinions now expressed on the issue?

3 Who are the people backing the opposing views on the issue?

4 What additional facts do we need before we can take sides on the issue?

5 Where can we get these additional facts?

6 What is your opinion?

IV TEACHING CONTROVERSIAL ISSUES IN CURRENT AFFAIRS

The City wide Committee on Teaching of Current Events in our Elementary, Junior High and Senior High Schools has prepared

some useful suggestions for teaching controversial issues * Some of the paragraphs in the mimeographed preliminary report of this committee state the problems involved in teaching controversial issues so well that with a few minor changes, they are here quoted verbatim with the approval of Dr. Ross, Chairman of the Committee.

"Why a Problem Exists"

The teaching of controversial issues in current affairs is most vital and also most difficult. The problem arises because the community is divided on proposed solutions for the issues, with each partisan group expecting the school, as a community agency, to present no point of view not in accord with its own. The problem becomes acute when the issue is one that creates very strong feeling. While outside pressures must be resisted, community sentiment at the same time cannot be ignored. The teacher is thus in a difficult position in arranging for a many sided presentation and discussion of a controversial topic.

The very immediacy of a topic that intensifies group sensitivities also makes difficult adequate perspective on the part of the teacher. Further, the teacher himself is likely to have taken sides on the issue. Materials of instruction, being current, often lack the objectivity or comprehensiveness made possible by time and frequently are not available in form adequate for pupil needs.

All this poses serious problems but does not make any less necessary the teaching of controversial issues. Controversial issues may and should be taught on every level of the school system because they are of value to the learning process when the subject matter is chosen according to the maturity and background of the pupils. Obviously, the Marshall Plan cannot be taught with real meaning to a third grade class, but an eight year old might discuss how much time he should spend watching television programs, and the eight year old might obtain some of the values that result from dealing with a controversial issue.

There are three particular reasons for teaching controversial issues. First, because the very heart of the democratic process is the resolving of conflict. Second, because motivation is inherent, and splendid learning opportunities are created through building on a very definite interest. Third, because boys and girls must be given every opportunity, under optimum conditions, for specific training in the approach, attitude, techniques, and selection of materials for dealing with issues comparable to those that they will be called upon to solve as adults. There is no grade in which it is too early to start training in the proper handling of controversial issues.

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Not every issue is a matter of controversy to be handled with the impartial approach best suited to controversy. No matter what the teacher's personal belief may be, he is not free to teach certain subjects as being unresolved problems. This is true where the community conviction has been of long standing. Thus, there is no controversy on the relative merits of political freedom under democracy and under totalitarianism. There is no controversy over the question of changing the form of government or enacting legislation through other than peaceful and legal means.

Not every controversial issue, however, is suitable for classroom discussion or assignment. Matters involving religious faith do not belong within the public school and should not be considered. Certain topics which demand rare delicacy and tact, and which are highly offensive to the community, such for example as those involving sex, are not proper material for school use.

How Controversial Issues Should Be Taught

It is all too common for controversial issues to be taken to class with insufficient preparation by both teachers and pupils despite the fact that these issues require a pre discussion preparation more thorough than would be true of conventional topics. The practice of simply assigning pupils to select clippings on a variety of unrelated topics and then having them paraphrased in class is usually a waste of time and sometimes productive of harm.

A topic for any given discussion should relate usually to one major issue only. It should be selected in accordance with such criteria as its timeliness, its relationship to the immediate or over-all objectives of the curriculum, and the maturity of the pupils who are to deal with it.

A topic should be taken only if suitable reference materials on the various sides of the question are available. If the pupil does not have fairly easy access to material, the teacher has the responsibility of securing it or preparing it himself for pupil use. If the topic is to be covered through the form of debate, it is important for the teacher to arrange for the selection of pupils of fairly equal ability to handle the various issues so that no one side has the unfair advantage of superior presentation. The North Atlantic Pact cannot be covered in a forty minute period with any expectation of good outcome. If the subject is of value enough time should be given it to provide adequate treatment. If the time cannot be provided, it may be better not to touch the subject than to deal with it in a fashion that will encourage improper learning habits.

The question is sometimes raised, in the handling of controversy, as to whether the greater value to the pupil lies in the subject matter or in the proper techniques for handling the subject matter. Both are important but the techniques are far more significant. Controversy will continue to take place on varying subjects but the proper approach to each subject will have a great deal of constancy. Control of atomic energy may be headline news today but of little importance ten years from today. On the other hand, the training in identification and analysis of the issues behind the controversy, the practice in weighing and evaluating evidence presented, the habit of being critical of the printed or spoken word, will be

important whatever the issue and whenever it may arise. The subject matter serves as the immediate vehicle for training in habits and attitudes.

Must pupils always reach conclusions after discussion of controversial questions? Not always and not on every issue, but the practice must be avoided of habitually leading pupils to the point where they are in a position to draw reasoned conclusions and then fail to do so. There is no virtue in training for indecision under the guise of "open mindedness." The citizen who is aware of the various implications of an issue but takes no action on the basis of his understanding contributes nothing to the solution of problems. Pupils should be brought to realize that a conclusion can and should be reached if there is sufficient argument on one side to overbalance the other. A class that spends enough time on the North Atlantic Pact to be thoroughly conversant with it and then can draw no conclusions is not being trained for the kind of democracy whose policies should depend upon the wishes of its citizens.

What is the Teacher's Role in Handling Controversial Issues?

The teacher occupies a key position in dealing with controversial issues. He must be familiar with the topic and not dependent upon what he can gather from pupil discussion. Where all prior preparation has been made, it is possible for him, depending on the type of lesson, to occupy a seemingly minor role in the classroom discussions. Even here he must hold himself responsible for the direction of the lesson, the correction of error and the maintenance of proper student approach. A pupil centered lesson follows only through teacher preparation. The teacher has a right to an expression of personal opinion so long as it is clear to the class that it is both opinion and personal. Even here, however, opinion is not to be so frequent that it has the effect of determining pupil beliefs. Although it is hardly possible for any vital teacher to be completely objective in presenting issues on which he has strong convictions, under no consideration has he the right to project his views purposefully to influence the class. In matters of controversy, he must exercise care not to pre-determine conclusions by "weighting" reference materials, by presentation that favors a particular conclusion, or by permitting the lesson to progress only in a favored direction. Similarly he should see to it that topics are selected in such fashion that a "pattern" is not created in which the class finds itself concerned only with certain areas. A teacher who observes every other proper procedure but nevertheless selects topics which, for example, deal only with instances of the weaknesses and imperfections in the United States, is engaging in indoctrination and is abusing his position as teacher.

It is the function of the teacher to open all relevant areas of information even in these aspects with which he is in disagreement, and to train in the best methods for arriving at reasoned conclusions. The best training in which he may engage for teaching controversy is through his own active participation in school or community work that will often afford him the opportunity, in real situations, to meet controversy at first hand and seek its effective solution."

The following statement of policy on the teaching of controversial issues was approved both by the Board of Superintendents and the Board of Education of New York City (It can be found in *Curriculum Bulletin 6*, 1946-1947, on *American History and Economics in the High School Curriculum*, Board of Education, New York, N Y)

"The subject matter in the field of American History and Economics, as in the whole field of the social studies, presents many difficulties for the teacher. At times the tensions within society over controversial issues reflect themselves in the classroom and in the school. Some of these issues do not disturb prejudices and emotions, others tend to arouse feelings deeply, and hence destroy reason and perspective. With due regard to the age, maturity and intelligence of pupils, and with due regard to the relevancy of particular topics to the purposes of a given course of study, controversial topics can and should be studied in the classroom. Those who are honored with the name of teacher should possess sufficient competency and scholarship to be able to present controversy as controversy. A prejudiced, unscholarly, opinionated presentation of controversial material cannot be tolerated.

However, the great difficulty in practice is that, at times, the teacher may feel so strongly about a given issue that he becomes unconscious of his own "roaring prejudices." Teaching which cannot distinguish between fact and opinion or which lacks either the intelligence, tact or skill requisite for the presentation of controversial material, or which, by example, by word, by action, by the power of position, habitually seeks to impose upon pupils special theories and interpretations of life, of events, or of government, can only be characterized as unsatisfactory and incompetent. Teachers in appropriate courses, and at appropriate age levels, should discuss the issues and candidates in a mayoralty or presidential campaign, or a tariff, or the government ownership and regulation of public utilities, or our foreign policy, or labor controversies. The teaching of controversial issues is necessary in order that the pupils may have freedom to learn and understand, that they may have opportunities to develop and practice habits of analysis, appraisal, and reasoned consideration, and that they may cultivate those qualities of mind and heart so necessary for the efficient functioning of democracy. On occasion, and at appropriate age levels, the teacher must honestly answer the pupils' natural queries as to what the teacher might personally think about a given issue, problem, or point of view. The good teacher, however, will not only permit, but will actually encourage pupils to object to and criticize the point of view that he might present as his own personal interpretation. The good teacher will present and evaluate carefully the different interpretations that competent scholars may have on controversial questions. The good teacher, knowing his own limitations, will not invoke the much abused and misinterpreted but important principle of academic freedom to impose his "dogmas" on the untrained and receptive minds of pupils of high school age.

The teacher of the social studies cannot avoid controversial issues even

if he would for the subject fairly bristles with controversy. The obligation to teach controversial subjects—and these problems are just as much in evidence in ancient history or medieval history or early American history as in the burning issues of the immediate present—places grave responsibilities upon the teacher. These include the responsibility to achieve a scholarly competence, the responsibility to teach a controversy as a controversy and to present opinion as opinion, the responsibility to teach the truth and to admit ignorance when the truth is not known, the responsibility of developing in pupils a healthy respect for facts and of avoiding opinionated and inflammatory pronouncements, the responsibility of avoiding the teaching of issues that are beyond the comprehension of pupils at a given age level, and finally the responsibility of maintaining and manifesting at all times a decent respect for the dignity and worth of each individual.

V MATERIALS AND EQUIPMENT

The classroom which is well equipped with materials for the successful teaching of current affairs becomes in effect a social studies laboratory. A complex index of the items which should be available in such a laboratory would fill many more pages than we have at our disposal, the following categories are therefore only briefly suggestive.

1 *A Wide Variety of Reading Materials* These include student news periodicals, adult newspapers, news magazines, journals of opinion, magazines, pamphlets, transcripts of radio programs, documents, books.

In assigning pupil reading in such publications, teachers must consider carefully the differences in reading abilities of pupils in their classes. In fact, teachers must be sure that any material they use is within the intellectual range and at the comprehension level of the students. At all levels, close attention must be paid to the continued development of the many reading skills which pupils need. If students are not given a program of varied reading, how will they learn to fit together the bits and pieces of information that their reading in adult life will present to them? How can they learn to appraise the validity of arguments no matter how persuasively they are put, to distinguish fact from opinion, the spurious from the genuine—how grow in the powers of critical judgment?

2 *Aids to Learning through Seeing* These include pupil dramatizations of all kinds (town meeting, court of current issues, mock conventions and sessions of various types) as well as sound films, filmstrips, slides, pictures, cartoons, graphs, chart, poster, bulletin board and museum exhibits, blackboard work, maps and globes, dioramas, models, visits and excursions, television.

3 *Aids to Learning through Hearing* Radio programs (real or simulated) programs over the public address system, transcriptions

and recordings. Such material should be *readily available in sufficient quantities* and teachers must provide guidance in obtaining and using varied sources of information.

All materials should be used in accordance with high standards of professional ethics.

Although the ideal social studies laboratory, fully equipped for current affairs instruction, demands adequate appropriation for equipment, the fact remains *that materials are no substitute for the teacher*. This is particularly true in connection with the correct and effective use of audio-visual aids.

Just as a magazine article or a newspaper editorial is selected by a pupil or teacher for a particular purpose, so too must the filmstrip, the sound film, or the radio broadcast be chosen and used with a specific teaching or learning objective in mind. As in the presentation of any lesson, the showing of a film must be accompanied by adequate pupil preparation and followed up by other related and purposeful pupil activities.

The teacher, seeking materials for an understanding of the current scene in relation to a particular problem or topic in the course of study, will find the following valuable.

The Reader's Guide to Periodical Literature, *The Educational Film Guide* and *The Filmstrip Guide* (All published by the H W Wilson Company, New York 52)

Publications of the National Council for the Social Studies, 1210 Sixteenth Street N W, Washington 6, D C, especially current issues of *Social Education* for the sections on "Sight and Sound in the Social Studies" by Wm H Hartley, and "Pamphlets and Government Publications" by Ralph Adams Brown, and the following yearbook *Audio Visual Materials and Methods in the Social Studies* (1947), *The Study and Teaching of American History* (1946), *Improving the Teaching of World History* (1949)

VI EVALUATION

The degree of success that the teacher is achieving in his instruction in current affairs cannot be measured by testing for information alone. The good citizen in a democracy is expected to do certain things which require both an attitude of mind and a bundle of skills. The teacher, therefore, in evaluating the effectiveness of his work must not rely on tests of information to the neglect of other more important goals.

Since particular attention in teaching current affairs should be given to the development of a variety of skills, care should be taken to see that valid evaluation devices are used to measure the degree of growth on the part of pupils in the use of these skills. The teacher should be familiar with the variety of skill exercises and tests to be

found in *Selected Items for the Testing of Study Skills* by Horace T. Morse and George H. McCune (Bulletin 15, National Council for the Social Studies, Washington 6, D C, 1949). This little booklet contains an excellent variety of test items and exercises which the teacher can use as models for the construction of similar questions based upon current reading materials. Such devices are useful for both *teaching* and *testing* in a number of skill areas, acquisition of data, degrees of difficulty of proof, discrimination between statements of fact and opinion, evaluation of sources, analysis of conflicting statements, the ability to draw inferences and recognize statements supporting generalizations.

Occasional use should also be made of published tests designed with similar purposes. The following are representative of tests suitable for high school students.

Test of General Proficiency in the Field of the Social Studies. Five forms in the *Cooperative General Achievement Tests Series*. Grades 10-12. 40 minutes. Educational Testing Service. Princeton, N. J.

Items include terms and concepts, paragraph comprehension, the interpretation of maps, graphs and cartoons.

Interpretation of Reading Materials in the Social Studies. High school level. Form B. One of the *Tests of General Education Development*. 120 minutes. Educational Testing Service.

Interpretation of Data. Two forms in a series of tests originally used in the Eight year Study. Grades 9-12. 90 minutes. Educational Testing Service.

A variety of techniques to test accuracy in the interpretation of data.

Watson Glaser Tests of Critical Thinking. Grades 9 and above. 60 minutes. The World Book Company. Yonkers, New York.

Questions to test the pupil's ability to recognize the validity of arguments, the implications of statements and the consistency of opinions.

Tentative Check List for Determining Attitudes on Fifty Crucial Social, Economic, and Political Problems. Grades 9 and above. 120 minutes. Bureau of Publications. Teachers College, Columbia University, New York 27.

The teacher interested in knowing more about published tests should consult Buros, Oscar K. (Editor). *The Third Mental Measurements Yearbook*. New Brunswick, N. J. Rutgers University Press, 1949.

Regardless of the type of evaluation instrument the teacher has available, the essential imperative is that all evaluation be based upon broad and valid purposes of current affairs instruction. Although a teacher may not have at hand elaborate published tests of skills and attitudes, he may teach and test such abilities and qualities of mind in every lesson by raising a pointed question, or calling for supporting evidence, and by encouraging criticism or corroboration from another classmate of a pupil's argument or statement of fact.

The alert and progressive teacher is continually using the tried

and true method of *experienced observation* as he seeks to evaluate the success of his teaching. From day to day he is measuring the amount of growth his pupils are displaying in their ability to acquire and integrate information from many sources and to participate in discussion with increasing effectiveness. His plans for the term's work should include devices and techniques which will enable him to determine the extent to which his pupils (1) show increased and continued interest in current problems, (2) have a growing fund of information to deal with them, (3) approach discussion about them in a cooperative spirit of truth seeking rather than on a basis of emotion and prejudice, (4) evidence concern for their fellow men, and (5) participate in projects for human betterment.

This teacher sees to it that his emphasis in developing and testing attitudes is on mental and moral qualities such as open mindedness, fairness, objectivity, charity, truth seeking and critical thinking, rather than on political opinions which some teachers tend to confuse with attitudes. He is aware that the acid test of his teaching is to be found in the out of school behavior of his pupils and his teaching goals are formulated in terms of desirable changes in pupil behavior, the acquisition of wholesome attitudes, improvements in study habits, greater interest in the welfare of others and an eagerness to serve the community.

All this, and information too

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The Teaching of Current Affairs (mimeographed)

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Ellis, Elmer, Editor—*Education Against Propaganda*. Seventh Yearbook, 1937.

VIII SOME TYPICAL LESSON PLANS

The following lesson plans were submitted to the study made by the City Wide Committee on Teaching of Current Events (see page 110). These plans are among several others that appear in the mimeographed report of the Committee. They are reprinted here with the permission of Dr. Ross, Chairman of the Committee.

A. Study of "The Report of the President's Committee on Civil Rights"—Grades 9-12

(Note The wealth of factual material and the implications arising from a discussion of this report make it impossible to present the topic in a single lesson. The following, therefore, is not intended to be covered in a single period)

AIM

1. To study the "Report of the President's Committee on Civil Rights"
- 2 To inculcate the belief for the need for action to narrow the gap between our ideals of democracy and its present shortcomings in America today

MOTIVATION

The class is assigned this topic at least one week in advance, preferably two or more. The class may be made aware of the problem by reading a quotation from a newspaper describing a violation of civil rights in a prior current events lesson. A digest of the report itself should be mimeographed and given to each member of the class.

ASSIGNMENT

The class is advised that it will consider the President's Report on the specified date. All members of the class are to read the digest and make themselves familiar with its content. Committees of the class may be given the assignment to prepare a written report on each of the following: "How can we protect the right to safety and security of person?" "How can we protect the right to citizenship and its privileges?" "How can we protect the right to freedom of conscience and expression?" "How can we protect the right to equality of opportunity?" "How can we create a climate of opinion free from prejudice?"

All these committee reports should be made with special reference to the facts and suggestions made in the President's Report.

Five members of the class should prepare special reports. These students will represent—

- (1) A representative from the B'nai B'rith
- (2) A representative from the N.A.A.C.P.
- (3) A representative from the Civil Liberties Union
- (4) An ordinary citizen of the United States favoring the report
- (5) A citizen from the South who favors the implementing of the report.

These five speakers are to prepare their reports with the use of

quotations from the Report as suggested below. They are to be coached and prepared to use these quotations effectively. The quotations should be specifically assigned to each speaker to use in his talk. For instance, the representative from N A.A C.P. will use the quotations marked with an asterisk(*).

Suggested Quotations from the President's Report:

"I am going to read and study this report with great care and I recommend to all my countrymen that they do the same." (President Truman)

"The central theme in our American Heritage is the importance of the individual person"

"We abhor the totalitarian arrogance which makes one man say that he will respect another man as his equal only if he has my race, my religion, my political views, my social position"

"Freedom, however, as we now use the term, means even more than the traditional Freedoms listed in our Bill of Rights—important as they are."

* "The threat of lynching always hangs over the head of the southern Negro, the knowledge that a misinterpreted word or action can lead to his death is a dreadful burden."

"In a recent case in the Department of Justice files, a Negro school teacher was disqualified under a North Carolina provision requiring an ability to read and interpret the Constitution"

"In the Presidential elections of 1944, 10% of the potential voters voted in the seven poll-tax states, as against 49% in the free-vote states"

"The most immediate threat to the right of freedom of opinion and expression is indirect. It comes from efforts to deal with those few people in our midst who would destroy our democracy"

"Discrimination in employment damages lives, both the bodies and the minds of those discriminated against and those who discriminate"

"The public cannot long tolerate practices by private educational institutions which are in serious conflict with patterns of democratic life."

"Equality of opportunity to rent or buy a home should exist for every American"

* "Public parks, beaches and playgrounds are generally closed to Negroes in the South, and on the rare occasion when substitutes are offered they are inferior"

* "The closer white infantrymen had been to the actual experience of working with Negroes in combat units the more willing they were to accept integrated Negro platoons in white companies as a good idea for the future"

* "The District of Columbia should symbolize to our own citizens and to the people of all countries our great tradition of civil liberty. Instead it is a graphic illustration of a failure in democracy"

"The Committee rejects the argument that government controls are themselves necessarily threats to liberty"

"We must make our constructive efforts to create an appropriate national outlook—a climate of public opinion which will outlaw individual

abridgments of personal freedom, a climate of opinion as free from prejudice as we make it"

PRESENTATION

The class is organized as a committee of Congress considering appropriate legislation to effectuate the proposals made in the report. A chairman will be selected to preside over the meeting. The speakers are called to testify before the committee. After each speaker the committee will direct their remarks or questions to the speaker. Their remarks will deal with the particular topic they were asked to prepare. Two students of the class will act as secretaries of the committee and record the minutes of the entire session. The quotations used by the five speakers may be placed on the board.

SUMMARY

The two secretaries who have recorded the minutes of the meeting will read the minutes. One secretary may supply facts or points left out by the other. The Chairman will ask the speakers or the committee members to supplement any material they believe should be included in the report. The members of the committee should indicate the steps they consider necessary to implement the report.

B. The Marshall Plan: Unit Method—Grades 10-12

AIMS

1. To understand the reasons for the Marshall Plan
2. To understand the facts of the plan
3. To inculcate sympathy and understanding for other peoples
4. To develop a spirit of cooperation and responsibility among members of the class
5. To evaluate our foreign policy in the light of past experiences

MOTIVATION

Introduce discussion with the need for the plan by questions related to pupils' experiences, e.g.

1. How many are hearing from friends and relatives who live in Europe?
2. How many are sending packages abroad?
3. What have you learned from letters they have written you?

(Show pictures, newspaper articles)
The discussion brings out the need for food, clothing, housing, utilities, work, rebuilding trade, etc. (List on board)

PROCEDURE

1. *Introduction:* Introduce discussion of the purpose of the plan by specific example of aid to a person who is in great need:

a. Is it better to assist him to help himself or keep handing out money to him? Why?

b. How do you help him to help himself?

c. Is there sometimes need to invest a little money at first to get him started to help himself? Why?

The above suggests problems involved in Marshall Plan.

Show cartoons and posters related to the Plan.

How can we find out whether the Marshall Plan will help European nations to help themselves?

If we divide into committees would we be able to learn more about the purpose and details of the plan?

What topics should the committee study? (Elicit from class)

2. *Suggested topics for committee research:*

a. Historical background of Marshall Plan

b. Congressional investigation of needs of European countries

c. Main features of the Plan

d. Countries to be helped; their specific needs

e. What the United States will gain from the Marshall Plan:

Sympathy with those in need

Improved trade relations

Create economic stability to keep European governments free

f. Reaction in United States to the Plan

3. *Setting up committees and chairmen:*

a. Students volunteer to join committees

b. Teacher should help steer capable students into each committee who may help other members. Stress need for capable chairmen who are then chosen by the respective committees.

c. Four members in each committee, including chairman

d. One week for research

4. *Suggested references for Committees:*

a. Newspaper files in school and public libraries; i.e., *Herald Tribune* Forum Section, October 26, 1947.

b. Radio broadcasts:

1. Town Hall Meeting of the Air—reprints on file in school.

2. News Commentators' reactions

c. *American Observer*, September 15, 1947

d. *Readers' Guide to Periodical Literature*

5. *Class Lessons:*

a. Library—research period. Students find information needed for committee work. They take notes with aid of teacher. Teacher

gives any needed assistance in finding and using material and in breaking up the broad committee topic for individuals

b Committee Report Lessons

Organization 1 Presiding officers

a Class chairman

b Timekeeper

2 Committee reports delivered by respective chairman of each committee, after time for pooling of information has been allowed

3 Report of each committee chairman limited in time

4 Question period from the floor

5 Chairman of class in last five minutes to ask pertinent questions from the floor
These questions should be prepared in advance as a result of a conference between teacher and class chairman

6 Follow-up

a Five minute quiz on following day

b Oral evaluation of what was learned, research procedures taking notes, oral presentation, working with other pupils

c. Evaluation of the Marshall Plan

d A discussion of some outstanding question, such as 'What may be the situation in France in 1953 as a result of the aid given under the Marshall Plan'?

C. Lesson on the Presidential Campaign—Grades 11-12

AIM

1 To study and evaluate the factors which influence the selection of a presidential candidate.

2 To consider how these factors operate in the current presidential campaign

PROCEDURE

Several student committees were selected and designated as Republican, Democratic and Third Party nominating conventions. In the assignment and choice of Committees, the actual method of selecting delegates to the Conventions was explained. Each Committee chose a Convention presiding officer, several speakers to put candidates in nomination and a chairman of the party's national committee. Presiding officers were coached in convention procedure. The Republican Convention opens with a short statement by the presiding

officer on the reasons for calling the Convention. The nominating speeches emphasize the reasons why the speaker feels his candidate will make a successful candidate. At the conclusion of the nominating speeches, the party chairman goes to the side board and summarizes the statements made. While he is doing this the Democratic Convention is in progress. At the conclusion of these presentations, the teacher reviews the following:

Content	Pivotal Questions
Factors affecting the nomination	1 Let us consider the material on the board. Why is there more doubt about the Republican than about the Democratic or Third Party nominations?
A. <i>Democratic Nomination</i>	2 Of our last 14 presidents, five (Harding, Taft, McKinley, Hayes and Garfield) came from Ohio, four (the two Roosevelts, Cleveland and Arthur) came from New York. How do you account for this? What influence may this have on the Republican nomination?
1 Prestige of office of incumbent	
2 Moral obligation to remove incumbent (Confession of Failure)	3 What historical precedent strengthens the candidacy of General Eisenhower?
3 Patronage—control of convention	4 Stassen has published as campaign literature a book entitled 'Where I Stand'. Why might some consider this poor strategy?
B. <i>Third Party</i>	
1 The influence of individual "name"	
2 Association of a candidate with a particular cause	
C. <i>Republican Nomination</i>	
1 Influence of political geography 'Favorite Sons'	
2 Precedent of successful generals	
3 Straddling issues—'Studied Silence vs Taking a Stand'	
4 Dark Horse factor	

SUMMARY

James Bryce in his discussion of the American political system points out that some of our greatest statesmen could not attain the presidency in contrast to the success of numerous mediocre men. How would you account for this?

It is undoubtedly a source of regret that our best men many times do not reach our highest office. However, we should take pride in the fact that the factors which influence the selection of a presidential candidate are further evidence of the triumph of democracy in America. Explain.

D. Use of the Newspaper in Studying Displaced Persons Problem— Grades 11-12

AIM

- 1 To study the Displaced Persons problem with the use of newspapers
- 2 To correlate the present dispute about the admission of D P s with our historical past in dealing with immigrants
- 3 To develop the desire for independent and original thinking about controversial problems

MOTIVATION

1. Who are the D P s?
- 2 From what countries do most of them come?
- 3 What part has the I.R.O played in alleviating this problem?
- 4 What has the United States done about admitting D P s?
- 5 Prepare a short talk on the proposition "The United States should enact into law the bill now before Congress to allow the entrance of 250,000 D P s in the very near future"
- 6 This topic for the current events period is scheduled at least one week before. Students are asked to clip all material from their newspapers which refers to this problem
- 7 The brighter students of the class may be referred to periodical materials on this same topic. Pertinent pamphlets are *Public Affairs Pamphlets* #111, "The Refugees are now Americans," #115, "What Shall We Do About Immigration?" There is also the March issue, *The Annals* (1949) 'Reappraising Our Immigration Policy', which may be used by the teacher for reference or statistics on the current problem
- 8 Two committees, each one taking opposite sides of the question, will prepare a special report giving their view on the proposed legislation. These reports should be ready before the lesson is to be taught so that they may be inspected by the teacher and suggestions made.

MATERIALS

- Newspaper clippings
- Cartoons
- Periodical literature
- Maps

PRESENTATION

The first two questions should be rapidly covered. They are intended to recall the historical information pertinent to this discussion.

Facts

- 1 Tradition
- 2 Need of labor
- 3 Resources and land of United States ready for exploitation
- 4 Industrial Revolution
- 5 Ideals, etc

Interim or medial summary

How has the United States benefitted from the admission of these immigrants?

Pivotal Questions

- 1 Why was the United States eager to "keep the gates open" prior to World War I?

- 1 Problems of assimilation
- 2 Criminals
- 3 Radicals
- 4 Disappearance of frontier
- 5 Unemployment, etc

- 2 Why has the United States altered this liberal policy in the period following World War I?

Interim or Medial Summary Why was the term "the melting pot" not a true description in many respects of what happened to immigrants once they came here?

- 1 Needed skills
- 2 Home for the oppressed
- 3 Increase employment
- 4 America's greatness has been a result of its immigration policy

- 3 Committee favoring the change in the law will now present its report

- 1 Danger of overpopulation
- 2 Depression
- 3 Unemployment
- 4 Housing, etc

- 4 Committee opposing the change in the present law will now present its report.

(The committees will inevitably present arguments for and against which were presented in the opening questions and which always have been present throughout our history, indicating the continuity of historical processes)

Interim or medial summary

Questions directed to each committee from members of the class The newspaper clippings are to be used in posing questions or in supporting or opposing arguments of the speakers

FINAL SUMMARY

Members of the class will be called upon to indicate whether they are for or against a change in the law, indicating their reasons for their opinion.

AUDIO-VISUAL MATERIALS AND TECHNIQUES

1. WHY AUDIO-VISUAL AIDS SHOULD BE USED

Audio-visual materials have always had their function in the social studies lesson. There is nothing radically new about their use in the classroom. Something new is being added with the constantly improving variety and value of the materials available, and with the increased knowledge of the functions of auditory and visual materials in the learning process. The spectacular progress made by the Armed Forces in their educational programs during World War II emphasized the need for audio visual aids. So effective was the instruction that civilian observers, recognizing the value of the newer methods, recommended their adoption in the schools throughout the nation.

Advocates of audio visual instruction stress the necessity of bringing the extra school experience into the classroom. The present day pupil is familiar with almost every mass medium of communication in use in the everyday world. He listens, hears and sees these media at home, in transit to and from school, and in the movie theatre. They are present in his entire environment. Why, then, should they be a novelty in the classroom?

Educational authorities agree that audio-visual methods and materials are necessary today to promote the improvement of instruction. The teacher must be cautious, however, not to discard any of the traditional methods and materials as "obsolete," and "all wrong." The traditional textbook illustration, chart and wall map should not be eliminated.

Audio-visual methods and materials are not an end in themselves. They serve a useful function in bringing the outside world into the classroom through the media of sight and sound and serve to make the learning situation *real*, a major goal in good teaching.

Teachers who seek change from the traditional textbook assigned lesson in the social studies will find the use of audio-visual materials welcome media with which to vary a lesson. In view of the changing character of the school population, auditory and visual aids increase the types of instructional materials and methods required to reach the comprehension levels of every type of pupil found in the classroom.

II WHAT THE TEACHER REQUIRES TO AUGMENT HIS REPERTOIRE OF TECHNIQUES

A well equipped social studies department can provide its teachers with a great fund of materials. There are, of course, the customary visual aids such as wall maps, posters, charts, cartoons and photographs. These should be augmented by such new materials as the sound and silent film, the lantern slide (black and white or color), the flat picture projection, the film strip projection, the recording, the wire or tape reproduction, the diorama, the panoramic mural and various duplicated materials such as mimeographed or spirit-duplicated sheets. Basic equipment required for a good audio visual program would include the following: a sound film projector (16 mm), a film strip and slide projector, an opaque projector, a mimeograph machine. It is unusual today to find a school which does not have some or all of this equipment. Limited resort to the mimeograph process should not discourage the teacher who seeks visual aids. It is a sure method of reaching the individual pupil. Preparation of a neatly arranged, illustrated sheet with eye appeal will serve to enliven a lesson. (See p. 143 for facsimiles of mimeographed sheets.)

Each of the items of audio visual equipment can be placed in the hands of willing and reliable students thereby releasing the teacher from the mechanical preparations that precede a lesson. Teachers can encourage artistically inclined pupils to prepare illustrations and tracings which can be reproduced by duplicating machines. Elaborate as some of these finished products appear, they can be prepared by pupils with little practice.

The frequent use of these materials and ingenious improvisation by both teacher and pupil will stimulate interest. The teacher will also discover new variations in techniques to be employed in class. Preparation of a lesson using audio visual materials requires the same degree of diligence and attention to detail as any other lesson. It is merely an additional medium for reaching the particular levels of comprehension in a class and a means of stimulating the imagination of individual pupils. Some teachers and supervisors have found the lessons employing audio visual media to be excellent devices for evoking self expression on the part of retarded and reluctant pupils. Such lessons also tend to enrich the learning of the average or superior class. Their value is universal.

III THE PLACE OF AUDIO VISUAL MATERIALS IN THE LESSON

Audio visual materials have varied uses. They may be employed (1) as an introduction or motivation to any particular unit. (2) as the body of a lesson in which the audio visual materials are the basis

of the lesson (3) as a summary of a particular lesson or overview of future units to be studied or as a review of previous lessons in a unit of study

The use of audio visual materials does not exclude the use of customary materials such as textbook reading map work or written homework preparation. In isolation an audio visual lesson without an apperceptive basis may be doomed to failure. Audio visual materials should be integrated into the lesson with certain cautions in mind

Sound and Silent Films These should be used to *supplement* not to substitute for the teacher. Although the same suggestion holds for other audio-visual materials it is particularly so in the case of films. Other audio visual aids may be more easily incorporated and coordinated with the lesson because they do not always present the time problem presented by the use of the customary film. Teachers familiar with the use of films recognize that there is no one method of using a film

The teacher is cautioned to preview and select the film with the following considerations in mind (1) age and maturity levels of the class (2) complexity of the film content (3) potential effectiveness for the specific lesson and (4) correlative values. The materials portrayed in the film should be taught. If perchance the projector is equipped with mechanisms to permit for a still or reverse and an outlet for an additional microphone the teacher is enabled to carry on the teaching during the showing of the film

It should be noted that a film showing is not for entertainment purposes during which the pupil is expected to relax passively and wait to be entertained. The pre showing and post showing discussions should reflect the relationship of events and details to the aim of the lesson. Encouraging spontaneous student reactions and free discussion makes possible further study and special reports by students. The recognition or recollection of an historical event depicted in a film often evokes criticism from the spectators. The more critical ones search for discrepancies and boners. Such discoveries lead to interesting discussion and further research may result. It may be necessary to show the film a second time in order to emphasize and explain particular parts of the film

Film Strips The film strip which provides a still in each frame lends itself to selection of specific frames. It allows for more discussion by the group and often encourages the reluctant pupil to participate in the lesson. One supervisor notes that the embarrassment at being the center of attraction during an ordinary recitation is dispelled in the slightly darkened room. The transition to the lighted room is made easier when the student overcomes his fears

Opaque Projections The opaque projector serves the same purposes and makes it possible in certain instances to insert a textbook

magazine, or newspaper illustration into the projector for magnification and detail. Newspaper clippings and maps may be flashed on the screen or classroom wall. A dark room is necessary for the use of the opaque projector.

Other Media The radio program, recording, silent film, diorama and tape or wire reproduction are also useful media for developing the powers of expression. Each of these media impels pupils to rely on their powers of imagination and to strengthen their comprehension. There is less of a tendency on the part of pupils to take the path of least resistance in the classroom than in the passive relaxation of seeing and hearing a sound film in a commercial theatre or a television broadcast at home.

AUDIO-VISUAL MATERIALS SUITABLE FOR MOTIVATING LESSONS

- 1 Reference to a portion of film previously shown
- 2 A mounted cartoon enlargement or poster
- 3 A wall map or graphic chart
- 4 Magnification of a newspaper on the screen or classroom wall by means of an opaque projector
- 5 Individually distributed mimeographed or spirit-duplicated reproductions of an editorial cartoon, comic strip or graphic chart.

MATERIALS FOR THE BODY OF A LESSON

- 1 A sound film in entirety 33 minutes running time (3 reels) is most suitable. It provides time allowance for pre-showing or post-showing discussion or both.
- 2 A well captioned film strip. The teacher should preview and select important frames which meet the needs of the lesson.
- 3 A flat picture projected on the wall, or a poster-size picture rested on the edge of the blackboard.
- 4 Any of the materials mentioned in *Recommendations for Motivating Lessons*.

MATERIALS FOR USE AS OVERVIEW, SUMMARY, OR REVIEW

- 1 Any film strip whose scope includes frames which have been seen and discussed previously.
- 2 A film strip or silent film which covers an area which overlaps into other units of study or courses of study, e.g. *How To Conquer War*, (film strip), *The River* and *The City* (documentary films by Pare Lorentz), *A Tale of Two Cities* (sound film of the Dickens story edited for school use), depicting the events leading to the Reign of Terror during the French Revolution, *A Citizen of the World* (recording of the documentary by Norman Corwin), describing

the efforts of the United Nations special bureaus, *Overture 1812* by Tschaiakowsky (symphonic recording), depicting Napoleon's invasion of Russia and the resulting defeat at Moscow

3 A test which includes a question of the interpretation of an editorial cartoon, the identification of portions of a map, or reading of a chart or graph

GROUP OR INDIVIDUAL PROJECTS FOR SPECIAL PUPILS

1 Student committee to project films and film strips Responsibility for setting up, running and storing materials, keeping records, etc., should be assigned to *reliable* students

2 Creation and drawing of cartoons, graphs and other illustrated materials for wall use should be assigned to interested pupils for extra credits or in lieu of other assignments

3 The construction of a diorama (a miniature reproduction of a real scene) with balsa wood, paperboard, clay, metal, soap, etc., by students who show an inclination toward manual dexterity. Such a project requires constant inspection and encouragement lest the shirkers become "straw bosses and sidewalk superintendents"

4 The creation of a panoramic mural of an actual or imagined scene by pupils who possess artistic talents. Similar care must be taken with such a project as with a diorama

5 A committee of one or more pupils to trace original cartoons or reproductions of cartoons, graphs and charts on mimeograph or other type duplicating stencils. Embellishments by means of shading devices (screen plates) and other techniques are easily learned

IV SUGGESTIONS TO SUPERVISORS AND TEACHERS FOR BUILDING AN AUDIO VISUAL PROGRAM

1 *Obtaining Films* It is wise to invest part of the money allotted for the purchase of several basic films. Ownership of such films by a department insures the use of such films when needed. Additional films may be borrowed or exchanged with other schools, or rented from film libraries, e.g., New York University Film Library, Educational Film Library Association, Princeton Film Library, Brandon Films, Encyclopedia Britannica Films, and numerous others. Film strips may be obtained from the *New York Times* Film Strip Service, Audio Visual Associates of Bronxville, New York, Picturol Film Strip Service, Film Strip Associates and others

2 *Projection Problems* A special room provided with dark shades, proper ventilation and seating capacity should be set aside. If no suitable room is available, the stage of the auditorium with the curtain drawn will serve well. If your classroom is equipped with

dark shades and an electrical outlet, you need not go any further. It will serve well in the use of film strip projection or opaque projection. If mechanically possible, try to attach a microphone to the sound projector or amplifier. It enables the teacher to call attention to particular events during the showing.

3. *Storing Films and Film Strips.* The School or Departmental Film Library—Most teachers and supervisors have favored a central location for audio-visual materials to facilitate the distribution and storing of films and other valuable audio-visual materials. Record files should be placed within easy reach of the storage.

A storage suitable for films is a six foot metal cabinet with shelves on which wooden or metal slots can be installed, not unlike those used to store disc recordings. The slots make it easy to get and return films without disturbing other film cans. Films should be kept in containers, properly labeled, in an upright position. It is recommended that a metal water tray or basin be placed on the lowest shelf to provide moisture. This is intended to prevent the drying and disintegration of films.

A convenient method of storing film strips is a wooden cabinet constructed of plywood or other light wood with slotted panels. Cabinets with narrow drawers for storing film strips may be purchased from audio-visual supply agencies. In either case the films may be kept in horizontal or vertical positions. The former method eliminates the necessity of consulting the filing cards for place of storage. The title on the face cover of the can makes selection easy. Such a file can be placed against a wall or atop a filing cabinet. Users should be instructed to replace cans to their assigned panels. Corresponding numbers should be inscribed on the narration pamphlets.

It is advisable to keep a daily or weekly record sheet for withdrawals and return of films and filmstrips. The film librarian is thereby saved considerable time and effort. Similar procedures might be employed for charts, reserve mimeograph stencils and other audio-visual materials.

THE USE AND PREPARATION OF MIMEOGRAPHED MATERIALS AS VISUAL AIDS

1. *Adaptability.* Mimeographed materials, especially charts, graphs and current editorial cartoons, provide a type of visual aid most readily adapted to school needs. They do not involve the expense entailed in the purchase or rental of films or film strips. No great skill is required to draw or trace illustrative materials. Furthermore, operation of the mimeograph machine requires no special skills.

Mimeograph materials can be devised to fill a definite vacuum in the class work and can be channeled to serve the particular aim which the teacher is seeking. Films and film strips may be excellently pre-

pared and may cover the subject and yet by pass the particular point which the teacher wishes to emphasize

2 Purpose Well prepared mimeographed sheets are valuable, illustrative supplements to the text. In many instances they can be used to stimulate interest and overcome language difficulties caused by reading disabilities. Their use is universal and they may be readily adapted to slow learner groups

Mimeograph materials can be effectively used for the following purposes

- (1) To bring textbooks up-to date
- (2) To supplement materials omitted from or alluded to in the textbook.
- (3) To simplify materials mentioned in the text but too difficult for the average student.
- (4) To use for assignment, daily worksheet, evaluation in connection with the textbook
- (5) To introduce current newspaper and magazine cartoons, graphs, charts, and even photographs not available to all students
- (6) To aid in the individualization of instruction not possible with other audio visual materials (See illustrations of above on pages 158 ff)

3 Preparation of Stencils and Sheets Basic tools required to prepare a good stencil include *one* or more styli of different degrees of sharpness, a ready supply of cellophane a translucent ruler and a supply of tracing paper. The best cutting is done *by tracing* the desired subject. Embellishments such as shading can be added after wards

Additional tools which will tend to insure good reproductions are the mimeoscope (light box), shading plates (screen plates of translucent plastic), lettering guides and die impressed maps (pre-cut), charts or cartoons. If a mimeoscope is not available, the window pane can be utilized. The latter does not provide the comfort and ease usually needed but it can serve its purpose effectively and economically in daylight

Cautions 1 Simplicity of organization is paramount. The subject matter must be simple and easily comprehended. More complicated illustrations can be made after the students have been thoroughly oriented in the reading of the sheets. This requires a careful study of the subject to be mimeographed. The high points must first be gleaned from the mass of facts in textual matter and then arranged in a continuous and logical sequence. *If possible, all subject matter should be covered on a single page.* This saves the job of stapling, eliminates the possibility of pages coming apart, and is not too likely to cause mental resistance on the part of the student who dislikes lengthy assignments

2 Figures and lines as well as text must be clear, accurate and pertain directly to the aim of the lesson. Pictures that are not properly cut will produce blurs which cause confusion and disinterest, leading to indifference. Too many illustrations per page are not desirable. Furthermore, sufficient space around the drawing gives greater eye appeal to the illustration. A single page fills up very quickly. Thought must be given to the applicability of each item in adding its bit to the desired result.

3 Artistic ability is not a requisite of good stencil cutting. Diagrams of graphs and charts *must* be accurate or they serve no useful purpose. Cartoons and figures need not necessarily be highly artistic and accurate. They may be suggestive. Toothpick figures serve as well as artistically drawn figures. Students can be called upon to trace desired cartoons and figures on sheets of thin tracing paper. These should be filed for future use. Stock figures (men, buildings, conveyances, etc.) should be kept available. Editorial cartoons lend themselves to effective reproduction. Shadings on the original cartoons need not be reproduced for effectiveness.

4 Steps in Preparing a Stencil

- a. Select the subject to be drawn (Use original or tracing)
- b. Move it around to most desirable place on the stencil or follow a prepared layout. If text is included, it may be typed first and space left for the drawing. This method prevents damage to the area of the drawing by the typewriter.
- c. Place the piece of cellophane between the stencil and the point of the stylus. It serves as a cushion for the pressure required to cut an effective line. Utilize the glass rod and correction fluid when necessary. Severe damage should not discourage the stencil cutter. If need be, cut out the damaged portion and use a piece of unused stencil to fill the frame created by the removal of the damaged portion. Allow for a margin of about a quarter of an inch on the new "inset" on which correction fluid or mimeograph cement can be smeared. This will hold as effectively as if this operation had not been performed.
- d. The "register" or quality of impression depends on the care taken by the mimeograph machine operator. Sufficient ink must be applied to produce an effective register. The efficient operator will pride himself on his skill and effectiveness. A good looking page is like an artistic masterpiece.
- e. The stencil should be carefully removed, dried completely between the pages of newsprint and filed carefully for further use. If this is done, the stencil will serve to produce as many as 3000 or more copies.

5 *The "Pre cut" or Die-Impressed Stencil* Such stencils on which text or illustration or both have been impressed, are available at the large stencil distributors. The cost of preparing such a stencil

is prohibitive unless desired for mass distribution. The Armed Services used such stencils to distribute materials to installations on a world-wide scale. Newspaper editors, lecturers and others found these prepared stencils invaluable aids. The A B Dick Company offers for retail sales a number of "pre-cut" maps with which teachers have been acquainted. Instructions in the use of such stencils can be obtained from the leading mimeograph companies in the City of New York.

6 Distribution Problems The problem of economy and the relevancy of the mimeographed sheets to the student's future work and review of past work should determine the distribution. If there is a shortage of paper, it is advisable that only one set should be kept in class, distributed when needed, and then collected. If economy is not a problem, the teacher should consider the expendability of distribution. It is advisable to allow the students to keep these sheets when (a) the text lacks certain information which is required for homework, (b) the sheet contains information which may be of assistance for extra school purposes. An example of the latter is a supplementary sheet which may explain or simplify the New York Unemployment Insurance or Disability Benefits Law. The teacher must use his discretion in recommending the proper keeping of these sheets by the students. Constant reference to such materials in class discussion, examination and notebook inspection make safekeeping advisable.

Conclusions Like every other audio-visual medium, the efficacy of the mimeographed sheet depends upon its proper and conscientious use. The fact that the teacher usually prepares the sheets gives him a vested interest in its proper employment in class. It would be wasteful to put forth efforts in organizing, editing, illustrating, cutting stencils and mimeographing only to relegate them to a file where they are forgotten. Aside from their advantages of versatility and adaptability to the immediate classroom situation, they present a visual situation which is always present to the students. They are superior to posters because of their convenient portability and ever-ready use. Add to this a certain spontaneity which allows them to meet some matter of current interest and their versatility becomes complete.

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- Troop Information and Education Section, U S Armed Forces

SPECIMEN LESSON PLANS

The following section is devoted to specimen lesson plans using the various media which have been described

A

FILM PREVIEW SHEET

Title of Film *Democracy and Despotism* (Two films separated by a leader)

Running Time 22 minutes

For Course In Modern World History

Relation to Course Principles of Government

Outline of film (from catalogue, etc.)

Democracy The two unique characteristics of democracy, *Shared Respect* and *Shared Power*, are defined and described by animated drawings and direct photography. The film presents two important conditions which have promoted democracy, a *balanced economic distribution and enlightenment*.

Despotism The chief characteristics of dictatorship are *Restricted Respect* and *Concentrated Power*. It is promoted by a *slanted economic distribution and a strict control of the sources of communication*.

I Suggestions before the film is shown

A What to look for—

1 Tests for determining whether a community is a despotism or a democracy

2 Question for introduction of film. What do you believe to be the basic characteristics of a democratic group?

B Words or phrases that must be known to understand this film—

- 1 Shared power
- 2 Shared respect
- 3 Economic balance
- 4 Enlightenment

II Suggestions after the film is shown

A Questions of fact—

1 According to the film, when we speak of the 'Democratic Way of Life' we mean more than political democracy. Explain.

2 What are the basic characteristics of democracy and despotism? (List at board)

B Thought Questions—

1 Does the United States today fully represent the characteristics of democracy set forth in the film? How?

2 "In the long run elimination of the weaknesses of our democracy will depend on the success of our educational system."

Discuss

3 "In a democracy the people deserve the kind of government they get." Do you agree?

- 4 Which do you value more highly, liberty, or security?
- 5 Can we devise a political and economic system that will

combine both?

B

SOUND FILM LESSON

A Assignment The control of atomic energy Text pages

- 1 Mention three possible uses for atomic energy in peacetime.
- 2 What is the United States plan for the control of atomic energy?

3 What were the objections of the Soviet Union?

4 What is the challenge of the present day to young people?

B Pre Showing—Announce True-False Quiz to follow

This picture will answer such questions as

Who invented the atomic bomb?

How deadly is it compared to other weapons?

Is it possible to defend our country against the bomb?

What would have happened if Hitler had discovered it first?

Is there any way to prevent an atomic war?

C Show film

D True False Quiz and Discussion

1 The atomic bomb was developed by German and American scientists only

2 While a direct hit would damage New York seriously, if the bomb landed in the Hudson River it would not be very deadly

3 It might be possible to bring a bomb to our coast by submarine

4 There is a defense against the bomb

5 The basic ideas on how to obtain atomic energy are secrets held by the United States

E Additional Discussion

1 Why did Congress believe it was necessary to give the government control of atomic energy?

2 Who should be in charge of atomic energy in various countries where it is developed?

3 (a) What is the United States plan?

(b) What is the plan of the Soviet Union?

4 Can you think of any reasons why the Russians do not accept the American Plan?

5 Would it be a good idea to ask all nations to destroy all atomic discoveries? Reasons?

6 Many people think that only a world organization can handle these problems. What do you think?

C

SOUND FILM LESSON

Aim To understand the circumstances surrounding the writing and signing of the Declaration of Independence

Motivation Read this quotation from the Declaration of Independence 'We hold these truths to be self evident that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are Life, Liberty and the Pursuit of Happiness'

What is the story behind this declaration?

Problem In addition to learning the story behind the Declaration of Independence bear the following in mind The men who wrote and signed the Declaration were not poor—in fact, many were quite wealthy If the Revolution had failed, all of them—Jefferson, Hancock, Franklin and Adams would have lost all their wealth and would have been hung as traitors to Great Britain As you view the film see if you can find out what decided them on independence and revolution

Content Motion picture film 'The Declaration of Independence', running time 25 minutes

Summary 1 Use the following time line

1492 _____ 1776 _____ 1951

Compare the period of 1776 with modern times with respect to clothes, transportation, ideas What conclusions can you draw about the changes that time has made?

2 Some men favored independence, others opposed it What were some of the arguments given on each side?

Tory Arguments

Rebel Arguments

a
b
c

Application 1 On this sketch map of the world indicate where the demands for independence have developed in modern times



2 In 1776 Canada was also a colony of England Why did she remain loyal to Britain while the 13 colonies rebelled?

Follow Up Test

I In each of the following questions, choose the answer which you think is correct on the basis of the motion picture you have just seen. Fill in the letter of that answer in the space provided

1 The most rapid means of transportation at the time the Declaration of Independence was signed was by means of (a) trains (b) horseback (c) stagecoach (d) bus

2 One of the clauses of the original Declaration of Independence which was taken out was on the subject of (a) taxation (b) rights of man (c) freedom of speech (d) slavery

3 The man who took the most important part in the writing of the Declaration of Independence was (a) Jefferson (b) Hamilton (c) Washington (d) Hancock.

4 The men who opposed the Declaration of Independence were called (a) Rebels (b) Tories (c) Spies (d) Cavaliers

5 The deciding vote for the Declaration of Independence was cast by the state of (a) Massachusetts (b) New York (c) California (d) Delaware

II Next to each of the following statements write the word "true" or "false" using the information obtained in the film for your decisions

1 The first man to sign the Declaration of Independence was John Hancock

2 One of the men who signed the Declaration was George Washington

3 There was practically no opposition by anyone to the signing of the Declaration of Independence

4 The three men who were assigned the job of writing the Declaration included Jefferson Franklin and John Adams

5 The Continental Congress at Independence Hall which drew up and signed the Declaration met in New York City

Thought Problems

1 One of the characters in the film said "The Declaration of Independence would have become the death warrant" of the men who signed it. What did he mean by this statement?

2 The men who attended the Convention that signed the Declaration were well dressed, spoke well and seemed to be well educated. Yet there were no public high schools and very few public elementary schools in colonial days. How do you account for their learning?

3 Jefferson took a leading part in writing the Declaration of Independence, Washington took an insignificant part. How do you account for the fact that Washington, not Jefferson, became the first president of the United States?

D

FILM STRIP LESSON

Assignment for this lesson See mimeographed assignment sheet.

Materials Film Strip, "A President Is Elected," Teacher's Manual, *New York Times* clipping

Motivation *Times* predicts Big electoral plurality for Dewey, yet reduced majority for Republicans in House of Representatives and possible tie in Senate "How is this possible?"

Procedure

A Pupils' notebooks open. Pupils instructed to take notes as they watch film strip and be prepared, after showing, to discuss the following, each row having separate topic

- 1 List the steps in the nomination and selection of the President
- 2 Make two columns List what you think are the democratic and undemocratic features in the nomination and election of the President.
- 3 List and be prepared to identify important individuals described and new terms used

B During showing of selected frames teacher explains difficult points

Some pivotal questions

- 1 (Cartoon of platform) Since you have copy of the party platforms to what extent can you predict what laws the Republicans will endeavor to pass if they win?
- 2 (2 frames compared-convention, smoke filled room) How can 10 men influence party decisions when there are over 1000 delegates?
- 3 What appears to be the main job of the convention?
- 4 (Favorite sons) Why do delegates vote for favorite sons when it is known their nomination is unlikely?
- 5 (Text from Constitution) Why did authors of Constitution provide for an electoral college rather than direct popular election? Which do you prefer?
- 6 What has Congress done since January 1950 on the subject of the electoral college vote?
- 7 See manual for other worthwhile questions

C Return to discussion and blackboard outline based on pupil notes (It may be necessary to do this on following day)

D Also on following day, case study of electoral and popular votes in 1944, 1888, 1824, to show applications and criticism of electoral system

E

TAPE RECORDER LESSON

Interest and motivation for this lesson was furnished by use of a recording of a portion of the CBS "You Are There" program entitled, *Mutiny in the Continental Army*. The program was recorded automatically by use of a Telechron Selector electric clock to start and stop a Brush Tape Recorder attached to an FM radio tuner (The teacher of the lesson also recorded the lesson. This method could be used for purposes of self criticism and improvement of instruction.)

*Assignment Highlights of War of Independence**Outline of Lesson*

- 1 *Play parts of recording, dramatizing*
 - a The reasons for the mutiny of the Pennsylvania Line
 - b The arguments of the soldiers at the meeting on January 8, 1781. In these speeches the patriotism of the younger men is balanced against the weary cynicism of the veterans of Valley Forge
- 2 *Stop the recorder*
- 3 *Class Discussion* (Review the Causes of American Revolution)
 - a If you were there, how would you have voted? Why?
 - b Why should the following risk their lives for George Washington?
 - 1—Fur trader from the frontier
 - 2—Tobacco planter from Virginia
 - 3—Boston ironmonger
 - 4—Jewish immigrant in New York
 - 5—Negro from Philadelphia
 - 6—Patrick Henry
 - 7—Lafayette
 - c How did the following influence the vote?
 - 1—Leadership of Washington
 - 2—Writings of Tom Paine
 - 3—Declaration of Independence
 - 4—Value of continental currency
- 4 *Play final part of recording describing the results of the voting on whether to continue the mutiny (The men vote 1210 to 781 to return to the fight)*
- 5 *Discussion* Morale is not enough to win a war. How did the following help to win the war?
 - 1—Aid from France Holland Spain?
 - 2—Aid from Salomon and Morris?
 - 3—Aid from individual Europeans?

6 *Review and New Assignment* Results of the Revolution.

Motivation To what extent did the soldiers we described get what they were fighting for?

MIMEOGRAPHED SHEETS EMPLOYING THE
FREE-HAND AND 'PRE CUT' TECHNIQUES*

F

Example 1. The Law of Supply and Demand as Depicted in an
Editorial Cartoon

Source Reprint in Sunday edition of *New York Times*

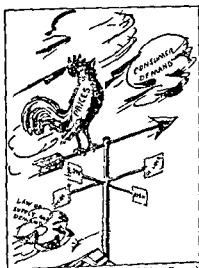
The cartoon on this page deals with an economic law which shows the effects of *consumer demand* and *prices* on each other. In order to obtain a clear understanding of the meaning of the law, turn to the textbook. In the spaces provided write a summary of what you have read about each of the *factors* as they affect each other.

After you have recorded the *tendencies* write a paragraph in which you explain the *law of supply and demand*.

Study the cartoon and explain the caption in the words which you have just written as thoroughly as you can. It will test your understanding. To aid in your explanation, give examples from your own or your family's experiences to prove your statements.

If your explanations do not check with your summary, we will discuss the possible factors which may have occurred to differ with the book's explanation.

Editorial cartoons dealing with everyday economic problems and events of importance can be found in the daily and Sunday newspapers and in some magazines and periodicals. Bring these to class for discussion and explanation.



(Hueckes Cleveland Plain Dealer)

"Depends upon which
"way the wind blows"

* The drawings in this section were not made by professional artists and indicate what can be done on the mimeograph by the average teacher.

Example 2: How Has Government Attempted to Encourage Fair Competition and Combat Monopoly Practices?



Study the cartoon. When you think you understand its meaning proceed to answer the following questions.

1. (a) State three laws relating to anti-trust enforcement. How does each law attempt to destroy monopolistic practices?

(b) Define monopoly. Give three examples of monopolistic practices.

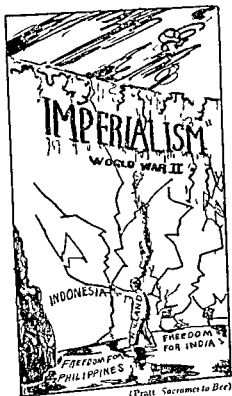
2. Explain the meaning of the cartoon. (Aids: What is implied in the shadow boxing? What division of the federal government is responsible for anti-trust enforcement? To what reasons can we attribute the enforcement or lack of enforcement of anti-trust laws? Justify your answer.)

3. To what extent do you agree or disagree with the cartoonist's opinion?

Give specific evidence (provisions of the laws, recent anti-trust cases, other historical evidence obtained from your textbook or other sources) to support your opinion.

Additional Sources: "The Unseen Revolution" by Amos Basel (*New Republic*, May 2, 1949), "Psychological Warfare" by Jean Begman. "The Great A & P Muddle" by M. A. Adelman (*Fortune Magazine*); "A & P In Court," Pros and Cons, (*Senior Scholastic*, November 9, 1949); "United States vs. The A & P.: Two Arguments" by Cabell Phillips (*New York Times*, December 10, 1949); "The Growing Tide of Monopoly," by Marvin Zeldin, (*Guild Reporter*, December 9, 1949).

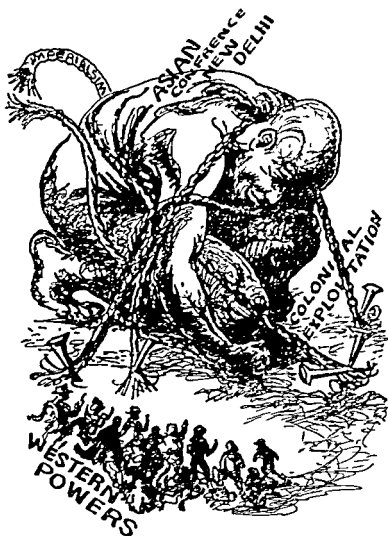
Example 3. Modern Imperialism
Cartoon No. 1. 'The Crumbling Dike'



Study the cartoon, then proceed to answer the questions

- 1 Do you remember the story of the little Dutch boy and the leaking dike? Why has the cartoonist used this story to portray a current event?
- 2 Why has the dike been labelled IMPERIALISM?
- 3 Describe the cartoonist's intent by indicating your knowledge of the events which serve as a basis for the title
- 4 Why is the dike crumbling?
- 5 Do you agree or disagree with the point of view of the cartoonist? Justify your answer

Cartoon No. 2: "The Giant Stirs"



(Pointer, Detroit Free Press)

Study the cartoon, then proceed to answer the questions.

1. Identify the nations which are affected by the Asian Conference at New Delhi.
2. In each of the above cases name the western power which has controlled it hitherto.
3. Observe carefully that two of the binding ropes are titled "imperialism" and "colonial exploitation." How has this Asian giant been a victim of both?
4. Describe the demands of the Asiatic nations at the Asian Conference.

Example 4 Editorial Cartoon Interpretation



A The above editorial cartoon was first used in November 1947 to illustrate a prevailing economic condition in the United States. Study the cartoon very carefully. Identify the characters represented in terms of current conditions and events. Be prepared to answer the following questions relating to the ideas expressed by cartoonist Dowling.

1 Explain the meaning of *Inflation, Unlimited Credit, Installment Buying*

2 What dangers lay in eating the apples on the ground?

3 How has the federal government attempted to curb the public's desire for more apples?

4 List and describe the factors which have stimulated the appetites of the public for these apples?

5 Explain why you agree or disagree with the cartoonist's point of view

6 List and explain as many factors as you know which may have a similar effect on a careless public

B The same cartoon was reprinted in October, 1950 Study the cartoon again and answer the following questions

1 Explain the meanings of *Inflation, Unlimited Credit, Installment Buying*

2 What is the point of view of the cartoonist regarding the use of unlimited credit and installment buying?

3 How does the cartoonist indicate his opinion clearly? Describe this opinion as you understand it using the terms and characters pictured

4 Name some of the groups who have favored the resumption of installment buying

5 Why did the government take steps to discourage installment buying during war time?

6 What arguments are offered against installment buying today? Any time?

Example 5: Cartoon Interpretation

Worksheet for Class Discussion or Homework Assignment.



1 Distinguish between the terms the open door in China, the opening of China

2. What would be the effect, if an "open door" were established, on those nations which have concessions and spheres of influence in China?

3 Imperialist exploitation in China and an open door policy are opposing ideas Discuss this statement and give facts to support your point of view

4 List the provisions of the Nine Power Pact (Washington Conference of 1922) Are these provisions consistent with the open door policy? Explain

5 Why was the United States the nation most determined to establish the open door policy in China?

6 How did the Japanese conception of the open door differ from our conception of it? Base your answer on the above cartoon and on the events of the years 1931-1945

Example 6: The United Nations—1949

Cartoon Interpretation

I. Explain the caption of the cartoon accounting for (a) the "crack-up" in the globe; (b) the hope expressed by the cartoonist. Give facts to illustrate your explanations.

II. Name the two chief bodies of the U.N. and the number of member nations in each body.



III. (For Committee Reports) The General Assembly meets (September 20th) in 1949 to consider an agenda of 70 items. Among these are the following: (Be prepared to write about or discuss each of these items)

1. Admission of new members.
2. Palestine (a) Proposals for a permanent regime for the Jerusalem area; (b) Protection for Holy Places; (c) Assistance to Palestine refugees.
3. Question of the disposal of the former Italian colonies.
4. Question of Indonesia.
5. Threats to the political independence and territorial integrity of Greece.
6. The problem of the independence of Korea.

- 7 International control of atomic energy
 - 8 Prohibition of the atomic weapon and reduction by one third of the armaments and armed forces of the permanent members of the Security Council
 - 9 Observance in Bulgaria and Hungary of human rights and fundamental freedoms
 - 10 Economic development of under developed countries
 - 11 Draft convention on freedom of information
 - 12 Discrimination practiced by certain states against immigrating labor, and in particular, against labor recruited from the ranks of refugees
 - 13 Action to achieve or maintain full employment and economic stability
 - 14 Headquarters of the U N
 - 15 Plan for the reform of the Calendar
-

Example 7 The United Nations and Its Problems

Cartoon Interpretation



TWO GOLIATHS

Study the above cartoon before you proceed to answer the following questions

- 1 Explain the above cartoon on the basis of the story of David and Goliath

2 Define and illustrate the terms *Imperialism*, *Nationalism*

3 Why are the two giants of Imperialism and Nationalism a threat to the boy U N ?

4 Give one example of imperialism which the United Nations has tried to stop Has it succeeded? Justify your answer

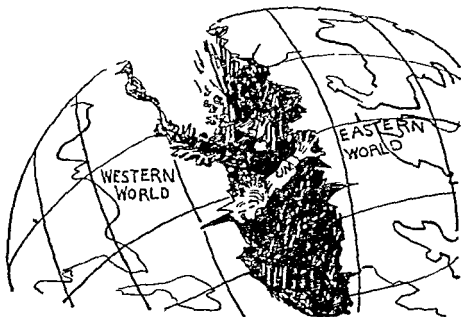
5 Give one example of nationalism which the United Nations has tried to control Has it succeeded? Justify your answer

6 Do you think the United Nations is strong enough to destroy its two giant enemies? Justify your reasoning

Example 8 Cartoon Interpretation

Study this cartoon carefully, then answer the list of questions below it

"CRACKUP"



1 Explain fully your impression of what the cartoonist is trying to convey to the reader Be specific with your facts

2 List and describe briefly at least four (4) problems or issues which have probably been the reason for this cartoon

3 Name four nations of the so-called 'Western World' and four of the so-called 'Eastern World'

4 What attempts are being made to repair the damage of the "Crackup"?

Example 10: India Proclaims a Republic



On January 25, 1950 INDIA was proclaimed a "sovereign democratic republic."

India's place in modern history began in 1774 when the British Crown sent Warren Hastings to act as the first Governor General over the former Crown Colony—the "jewel of the British Empire."

India succeeded in becoming independent on August 15, 1947 when it achieved dominion status in the British Commonwealth. India remains in the Commonwealth—the only republic to belong—with certain conditions. Instead of granting "allegiance to the Crown" as the dominions do, India recognizes the Crown as the "head of the Commonwealth"—but not of the Indian Republic. Although *political* ties have been broken, India's *economic* ties with the Commonwealth nations remain unbroken.

GEOGRAPHY: On August 25, 1947, the sub-continent of India was divided into two sovereign nations—Union of India with a majority of Hindus, Pakistan with a majority of Moslems. Note on the map that Pakistan is located on both the north-east and northwest borders of India.

The first exact date of Indian history is 327 B.C., the year that Alexander the Great invaded India.

Area: Approx. 1,221,000 sq. mi.
Pop.: (1948) Approx. 342 million
 —includes Hindu, Moslem, Sikh, Christian and Buddhist peoples. The Hindus predominate.

Density: Approx. 280 per sq. mi.
Principal Cities: Calcutta, Bombay, Madras, Hyderabad, Ahmedabad, Delhi (capital), Cawnpore, Amritsar.

Monetary Unit: Rupee.

Languages: English, Hindi, Marathi, Gujarati, Punjabi, Telagi, Bengali, Tamil, Kanarese. English is being replaced by Indian languages as the official tongue.

SIGNIFICANT FACTS ABOUT THE REPUBLIC:

President—Dr. Rajendra Prasad
Prime Minister—Pandit Jawarhalal Nehru

The new constitution's features include a clause which abolishes the caste system.

A bicameral parliament on the U.S. pattern provides for a Council of State (250 members) and a House of Peoples (of more than 500 members). The Prime Minister, like the British, is responsible to the House of Peoples.

QUESTIONS FOR STUDY AND DISCUSSION:

1. Describe the status of the pariah or "untouchable" and that of the Brahmin in India prior to the proclamation of the republic. Of what importance is the clause which abolishes this *caste system*?

2. What are the positions of the dominions in the British Commonwealth today? Name the dominions and locate them on your world map.

Example 11: Federal Hydroelectric Plants

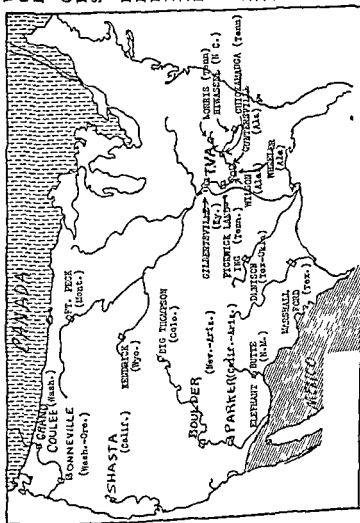
ULTIMATE RATED
GENERATING CA-
PACITY (KW Hours)

Grand Coulee: 1,900,000
Boulder: 1,380,000
Shasta: 350,000 (incom-
plete)

Parker: 82,500
Ft. Peck: 105,000
Big Thompson: 142,500
Elephant Butte: 24,150
Marshall Ford: 51,000
Denison: 125,000

TVA

Norris: 100,000
Hiwassee: 120,000
Chickamauga: 108,000
Guntersville: 97,200
Wheeler: 259,200
Wilson: 444,000
Pickwick Landing:
216,000
Gilbertsville: 160,000

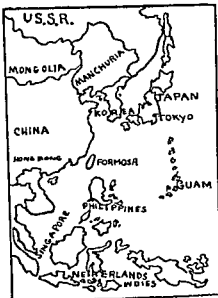


Example 12

REFERENCE MAP



Example 13: Formosa—An Issue in Our Asia Policy



WHERE IS FORMOSA? WHAT IS KNOWN ABOUT IT? The island of Formosa has recently attained a prominent place in the news of the world. This island of about six million population crowded into almost 14 million square miles is located about 110 miles off the coast of China, 230 miles northwest of the Philippines, and 670 miles southwest of Japan.

It first became newsworthy after the Sino-Japanese War of 1895 when it was ceded to Japan and renamed Taiwan. Following the conclusion of World War II, Formosa was returned to China and reverted to its former name. The natives are referred to as "Taiwanese."

Its chief raw material resources offer camphor, sugar, tea and dyewood for export.

Its geographic location has raised the question of its strategic military importance.

Formosa is currently the retreat or "last redoubt" of Chiang Kai

Shek, the Nationalist leader who retired to that island with a force of about 150,000 troops and an estimated \$125 million in foreign exchange and precious metals.

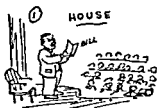
THE ARGUMENTS FOR INTERVENTION.

- 1 If the U.S. opposes the expansion of Communism in one place, it must oppose it in more or less the same way everywhere else.
- 2 Recognition of a foreign government implies approval of its policies and tends to strengthen it.
- 3 If we commit ourselves in Formosa, we cannot be at peace with the Peking government. We cannot recognize it with a *de facto* relationship.
- 4 To keep Communist China nominally at war with China it will not be able to demobilize and, therefore, will not be able to consolidate its victory and to carry out economic reconstruction.

THE ARGUMENTS AGAINST INTERVENTION

- 1 Formosa is less valuable than the S.E. Asia peninsula.
- 2 The MacArthur-Johnson policy would hinder and hamper any attempts to hold S.E. Asia against Communist advance from China.
 - A Formosan adventure
 - a) would arouse suspicions of American imperialism all over Asia,
 - b) would divide our Asiatic policy from the policies of other western powers with Asiatic interests (British),
 - c) would alienate the leaders of the Asiatic nations which are already independent such as Nehru of India, Soekarno of Indonesia

Example 14: How a Bill Becomes a Law



1 This is the story of a **BILL** and how that **BILL** became a **LAW**. The story starts one day in **CONGRESS** when a member of the **HOUSE** of **REPRESENTATIVES** introduced the **BILL** to the **HOUSE**

2 The **HOUSE** sent the **BILL** to a committee which went to work putting the right sort of words into it and preparing a report for the **HOUSE**. After careful study of the **BILL**, the committee decided it was worthwhile but that the advice of the public was needed.



③ COMMITTEE



3 At the public hearings held by the committee the **BILL** was attacked by those opposed to it and was defended by those favoring it. At the close of the hearing the committee voted to approve the **BILL** and send it to the **HOUSE**. Had they disapproved, the **BILL** would have been "killed."

4 From the committee the **BILL** was sent to the **HOUSE** where, after some debate, it was passed and sent to the **SENATE**. The **SENATE** sent the **BILL** to its own committee where it was again considered and changes were made. Finally, the **SENATE** approved the **BILL** with the committee

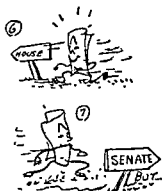


changes. Because of the changes made by the **SENATE** committee, it was necessary for the **BILL** to go back to the **HOUSE** for approval. To "iron out" the different points of view, a Joint Committee of both Houses met and tried to agree on a compromise of differences.

5 After the Joint Committee agreed on all the changes to be made, copies of the newly amended **BILL** were sent to the **HOUSE** and **SENATE**.

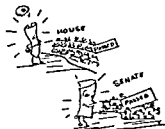


6, 7. When both the SENATE and the HOUSE passed the BILL, it seemed all its troubles were over. All that was now needed was the signature of the President and the BILL would become a LAW. . . .



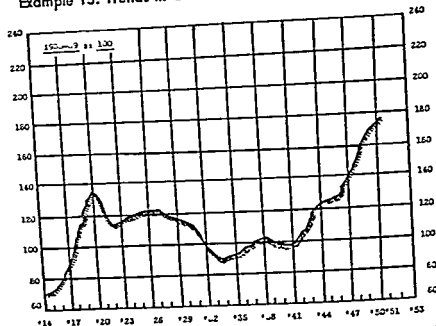
8. BUT—

9. The PRESIDENT decided that the BILL was not the sort of law he wanted and therefore he VETOED it. This was a serious blow to those who wanted it to become a LAW because it meant the BILL was defeated unless *two-thirds* of the members of *both houses* would vote to keep the BILL despite the veto of the PRESIDENT.



10. The BILL was brought before both houses and in the vote that followed, more than two-thirds of both houses voted to *override the veto* of the PRESIDENT. In so doing, the SENATORS and CONGRESSMEN made the BILL a LAW without the signature of the PRESIDENT.

Example 15: Trends in Consumers' Prices—Cost of Living



(Sources New York Times, NAT IND CONF Bd., BUREAU OF LABOR STATISTICS)

Instructions Study this graph Note the rises and declines Try to approximate the points on this index as closely as possible Mark each statement as follows

Other Index Numbers

Item	Year	No
Food	Jan '50	198
Wages	Aug '48	222
Profits	'48	-400

T if the statement is true according to the graph.
 F if the statement is false according to the graph.
 NS if there is not sufficient evidence on the graph to justify the statement.

- _____1 The rise in the cost of living almost completely stopped when World War I and World War II ended.
- _____2 The cost of living in the last date shown (1948) was about 36% higher than the highest point reached after World War I
- _____3 The depression that started in 1929 produced a sharp drop in consumer prices that carried the index below 100
- _____4 The cause of the sharp inflation in prices in the 1940s was the wage increases granted to workers
- _____5 Factory wages rose from 1939 to 1948 more than the cost of living although the cost of food rose even more than did wages and profits
- _____6 The period of OPA 1943 to June 1946 shows a sharper rise in the cost of living than the years before or after OPA.

- 7. We cannot expect a decline in the cost of living until we hit a new depression
- 8. The cost of living toward the end of 1949 was about ——% higher than in 1939
- 9. The index number in the lowest point in the depression of the 1930s was about ——
- 10. The peaks in the index in 1920 and 1949 reflect the inflationary rises caused by post war rises in demand for goods
- 11. A policeman's nominal wage in one large city rose 30% from 1939 to 1948. What probably happened to his standard of living? Give your reasons

Example 16. Getting Acquainted With History



What is history? How is it written? What is its purpose? How can we best study it? These are questions most students ask when they are getting ready to take a course in history. Briefly, here are some of the answers

WHAT IS HISTORY?

History is the study of man and his institutions. By that we mean that it attempts to trace the activities of all people and their relationships with each other. These relationships are often expressed in terms of money or commerce and are called *ECONOMIC* relationships. Others are expressed in terms of laws and governments and are known as *POLITICAL* relationships. Others deal with the way some men live compared with other men. These are *SOCIAL* relationships.



WHAT IS THE PURPOSE OF HISTORY?

The purpose of history is to make the past real and make the present understandable to people. For example, could you give a clear-cut, true picture of the life of a cowboy? Try it and see for yourself how many of the details are missing. Then go to the library and borrow a copy of the book, *THE COWBOY*, by Emerson Hough and see how the past can become real. You forget the present and feel yourself one of the cowboys riding the range, branding the calves, putting up fences or barbed wire, eating at the chuck wagon at roundup time or singing lullabies to the cattle



at night This is what we mean by making the past real When you finish the book you don't have to *guess* how the cowboy lived, you *know*

History makes the past real in many ways Read Mark Twain's *LIFE ON THE MISSISSIPPI* and you become an adventure seeking pilot of a steamboat on the dangerous Mississippi River Read the letters Thomas Jefferson wrote from France and, like him, you "peer into the pots of the peasants" and learn how the poor people of France lived in the late 18th century

History opens all doors You can stand beside Presidents as they issue their orders You are on the firing line with Capt Parker's gallant Minute Men at the battle of Lexington You are with Gen Eisenhower's men as they storm the Normandy beaches Best of all these are true experiences They are written by people who were present and saw these things with their own eyes. The history book can be more exciting than the story book

But history does more than open the door to the past It helps us to understand the present *Things do not "happen"* Everything about us today has a beginning in the past Knowing the past helps to make clear much that is puzzling about the present How, for example, can we hope to understand the meaning of the term "The Solid South" unless we know something of the history of the southern states

Example 17: Digging Into History

HOW IS HISTORY WRITTEN?

By this time you have probably begun to wonder what method is used in writing history We know that Mark Twain was not a historian yet his picture of the steamboat pilot is so true, because he was a pilot for several years, that it is accepted as real historical writing



Perhaps you have an older brother who kept a *diary* of his Army life Such a record might be valuable as a source of information many years from now when historians are trying to make real the life story of the years, 1941-1945

Likewise, the *newspaper* stories of our day, the *debates* in Congress, the *letters* we write and the *books* and *pictures* we have will give the history student of the year 2000 A D, a truer picture of life in the year 1945

Naturally, not all sources of information carry the same weight A rumor is not as accurate as a fact Therefore, historians divide information into two sections One is called *primary* sources, the other *secondary* sources



WHAT IS A PRIMARY SOURCE?

By a primary source we mean a first hand account or something that comes from the horse's mouth" If you see a boxing match and tell the story of what you saw you are a primary source The men who rode the Pony Express the boy who worked in

the CCC camps, the American pilots who bombed Europe—these are all possible primary sources of evidences of what happened. Their books, diaries, logs, and letters are valuable to the historian who rebuilds the scene for the student of that part of the past

WHAT IS A SECONDARY SOURCE?

The term secondary source refers to those stories that are "second hand." If I tell the story of how I saw Pres Roosevelt ride through New York City, I am a primary source. If I tell you the story and you repeat it to someone else, you are a secondary source.

Naturally, a primary source is much better than a secondary source but when there is no letter, diary, or other evidence of a first hand



nature, it often becomes necessary to depend on the second hand information of someone who was not present but got the story from somebody who took part in the event.

It is important to remember that no fact is accepted by historians unless at least two different primary sources can agree upon it. Thus we know that the British commander at Lexington said to the Minute Men, 'Disperse, ye rebels!' because more than two Americans

present at the time recalled hearing that expression



present at the time recalled hearing that expression

On the other hand we cannot be sure of the story of how Washington chopped down the cherry tree because there are no two witnesses to confirm that story



DISTRIBUTORS OF FILM STRIPS

- Audio-Visual Materials Consultation Bureau, Wayne Univ, Detroit 1, Mich.
 Stanley-Bowmar Co, 513 W 166 St, N Y 32, N Y
 Society for Visual Education, 1345 West Diversey Pkway, Chicago 14, Ill.
 Young America Films, Inc., 18 E. 41 St., N Y 17, N Y
 Encyclopedia Britannica Films, Inc., Wilmette, Illinois
 Films Incorporated, 330 W 42 St., N Y
 Research Associates, 228 S Wabash Ave., Chicago 4, Ill.
 Stillfilm, Inc., 171 S Los Robles Ave., Pasadena 5, Calif
 Audio-Visual Associates, Box 243, Bronxville 8, N Y
 Flory Films, Inc., 303 E. 71 St., N Y 21
 McGraw Hill Book Co., 330 W 42 St., N Y 18, N Y
 Popular Science Pub Co., 353 4th Ave., N Y 10, N Y
 Gessler Publications, Hastings-on Hudson, N Y
 Signal Officer, Film Library, First Army Headquarters, Ft. Wadsworth,
 Staten Island, N Y

Coronet Films, 207 E 37 St., N Y

Curriculum Films, 14-17 Crescent St., L I C 1, N Y

FilmFax Productions, 995A 1st Ave., N Y 21.

Life Filmstrips, 9 Rockefeller Plaza, N Y 20

Amer Council on Education, 744 Jackson Pl., Wash 6, D C

Current History Films, 77 5th Ave., N Y 3, N Y

also

Source List (Appendix B) of Audio-Visual Materials, *18th Yearbook*, National Council for Social Studies—as complete and comprehensive a list as can be found anywhere

The following audio visual materials were used by classes in the Social Studies Department of one of New York City's high schools during a recent term. The sources from which films were obtained are indicated by abbreviations in order to conserve space.

BE—Film owned by the Board of Education, and available at the school in question

CIO—Film Bureau, Congress of Industrial Organizations, Washington, D C

DC—New York State Department of Commerce, Albany, N Y

EB—Encyclopedia Britannica Films, New York City

TVA—Tennessee Valley Authority, Knoxville, Tenn

USA—Signal Officer, Film Library, First Army Headquarters, Fort Wadsworth, Staten Island N Y

The cost of the film program was quite nominal, involving no charge whatever for the TVA and BE films, postage on DC films, expressage on USA films, and a small rental averaging one to two dollars per reel in addition to postage on CIO and EB films. The entire cost of showing 37 films containing about 73 reels was less than forty dollars

FILM DESCRIPTIONS

Airplane Changes Our World Map 10 minutes BE Sound.

Types of map projection are illustrated, and world air strategy discussed. Useful for geography courses with maturer students.

America Sails the Seas 32 minutes DC Sound, color

What the merchant marine does, how it operates, where it goes, what it carries, why we need it.

Americans All 20 minutes BE or DC Sound

Dramatically presents in a March of Time Forum Edition the dangers of prejudice and intolerance to American liberty, and describes programs such as the Springfield Plan to promote better human relations through school and community action.

Argentine Primer 20 minutes DC Sound.

Economic and social conditions in one of our most important Latin American neighbor nations are effectively portrayed. Useful in geography courses or American History.

Brotherhood of Man 10 minutes DC Sound color

An animated color cartoon, based on the Benedict Weltfish pamphlet,

"The Races of Mankind," (Public Affairs Pamphlet No 85), endeavoring to show that racial differences are superficial and environmental
Children of Mars 18 minutes. DC. Sound.

Shows what happens to youngsters aged three to fourteen without parental guidance—a situation which resulted from wartime conditions
The City 35 minutes DC Sound.

A ten-year-old documentary classic pointing up in satirical fashion problems of housing, traffic and zoning which have arisen as a result of the growth of large cities A strong case for planned cooperative communities is presented

Development of Transportation 10 minutes EB Sound.

Traces the progress of transportation in the United States in the past century and a half

Distributing America's Goods 11 minutes DC Sound.

Sequences are devoted to the distribution costs of the producer, the retailer, wholesaler, and transportation The film shows how 59 cents out of each purchase dollar goes to pay for the distribution of the article, and indicates ways in which distributors and consumers can cooperate to reduce distribution costs

Divide and Conquer 35 minutes USA Sound

One of the 'Why We Fight' series produced during World War II for orientation of members of the armed forces in the issues for which the democracies were fighting The film exposes the Nazi technique for overcoming nations by creating internal dissensions

Finding Your Life Work 22 minutes BE or DC Sound.

An outstanding film on vocational guidance showing the factors which a student of high school age should keep in mind in choosing an occupation

Freedom and Famine 10 minutes DC Sound.

Describes the conditions resulting in Europe from World War II which necessitated American economic aid

Growth of Cities 10 minutes DC Sound

Explains geographic and economic factors which determine the location and growth of large cities Types of cities and city plans are discussed through good animated maps and diagrams

The House I Live In 10 minutes DC Sound

An Academy Award picture starring Frank Sinatra. It skillfully develops the theme of interreligious and interracial understanding

How to Read a Map 9 minutes. DC. Sound.

Explains how geographical and military maps may be interpreted with profuse drawings

India 12 minutes BE Sound.

A March of Time Forum Edition presentation of India's political economic and social problems at a time shortly before the establishment of the Republic in 1947

Industrial Revolution 11 minutes BE. Sound.

Contrasts the use of manpower with the development of modern power-driven machinery

It's Your America 35 minutes DC Sound, color.

The principles of democracy pictured as seen by a returning soldier of World War II

A Letter of Thanks 20 minutes CIO Sound

The story of a CARE package

Mainline U.S.A. 20 minutes DC Sound, color

An Association of American Railroads release showing the importance of rail transportation in the American scene

Man—One Family 20 minutes DC Sound

A hard hitting refutation of the theory of the master race, produced by the British Information Service. It breaks down common and persistent beliefs that one race is inherently superior to another. Dr Julian Huxley and Prof J B S Haldane were scientific advisers.

Money At Work 17 minutes DC Sound.

A description of the work of the New York Stock Exchange, showing the processes involved in the buying and selling of securities and the importance of the stock exchange in furnishing the capital needed for industrial expansion.

The Nazis Strike 50 minutes USA Sound

Pictures the beginning of World War II and the blitzkrieg on Poland. The pattern of attack used by the Nazis is described.

One People 12 minutes DC Sound, color

Narrated by Ralph Bellamy, the film stresses the variety of national origins which took part in the making of modern America.

One World or None 9 minutes Sound.

Develops five factual concepts on atomic power: there is no secret, scientists of many nations combined efforts to discover atomic energy, the extent of destruction resulting from atomic attack dwarfs previous weapons, no nation is safe against such attacks, there is no effective defense. The conclusion follows that the people of the world must co-operate to control this terrible power.

Our Earth 11 minutes EB Sound.

The relation of the physical aspects of the earth's environment to the activities of peoples. Useful in courses in geography.

Peoples of Canada 12 minutes DC Sound.

The purpose of the film is to show the different kinds of life lived in various parts of Canada and the essentially democratic makeup of the dominion. Useful in promoting understanding of Canada as a 'melting pot' in many ways similar to the United States.

Prelude to War, Part I 45 minutes USA Sound.

Describes the course of Nazi aggression leading up to the invasion of Poland.

Prelude to War, Part II 45 minutes USA Sound.

A continuation of the above.

Port of New York 16 minutes DC Sound.

A description of the port, shipping, trade and other facilities of New York City.

Report on China 33 minutes DC. Sound.

The record of United States Chinese cooperation for victory in World War II Stilwell Chennault, ATC's Hump' service are depicted, as well as the course of Japan's aggression in China from 1931 on.

The River 35 minutes BE Sound.

A classic documentary showing how man's neglect transformed the valley into a problem area, and how the TVA has attempted to solve the problem.

South Africa 11 minutes BE Sound.

A March of Time Forum Edition presentation of some of the salient features of South Africa's economic, political and social development in the twentieth century

Sydenham Plan 10 minutes CIO Sound

A description of Sydenham Hospitals attempt to promote interracial understanding by permitting Whites and Negroes to serve humanity on an equal basis as doctors and nurses

Tale of Two Cities 12 minutes USA. Sound

A survey of the effects of atom bombing of Hiroshima and Nagasaki originally released as a newsreel for showing to the armed forces

Three to Be Served 22 minutes DC Sound

A release by the National Association of Manufacturers designed to show the interdependence of capital, labor and consumers in their relation to management in a small business

TVA 20 minutes TVA Sound

The accomplishments of the Tennessee Valley Authority to 1940 in developing multi purpose dams operating to control floods aid navigation, produce power, and improve agriculture reforestation rural electrification, research and regional planning

FILM STRIPS

Airplanes at Work (Pan American World Airways System) 1948. Color 25 frames Very elementary treatment of some services performed by airplanes

Arts and Crafts of Guatemala and Mexico (Pan American World Airways System) 1948. Color 24 frames. Shows examples of handicrafts such as weaving, basket making pottery, wood carving silver work, and stone carving

The Birth of Our Freedom (Our American Heritage Series, ' Reader's Digest & NEA) 1947 48 frames Describes the development of our fundamental freedoms through such landmarks as Magna Carta the Mayflower Compact, the Maryland Toleration Act, and the Declaration of Independence

Death Rides the Highways (Coronet) 1946 14 frames. Accident pictures accompanied by a traffic policeman's story designed to combat reckless driving

Fight Fires (Coronet) 1946 18 frames

Stresses the losses and human suffering which result from fires caused by carelessness

Foreign Trade—It's Good Business (Public Affairs Committee, based on *Public Affairs Pamphlet No 99*—"What Foreign Trade Means to You") 1945 57 frames Cartoons without captions, accompanied by a teacher's script. Emphasizes the importance of foreign trade to the nation's prosperity

Freedom Today ("Our American Heritage Series," *Reader's Digest & NEA*) 1947 45 frames Emphasizes the importance of preserving and strengthening the American heritage of freedom

Freedom's Foundation ("Our American Heritage Series," *Reader's Digest & NEA*) 1947 49 frames Weaknesses of government under the Articles of Confederation, principles of the Constitution and Bill of Rights

Freedom's Progress ("Our American Heritage Series," *Reader's Digest & NEA*) 1947 45 frames Contrasts voting rights today with those of the colonial period, and traces the development of a democratic suffrage.

Getting the World's News. (*New York Journal-American*) 1949 36 frames How news is gathered and made available to the public, including the work of reporters, editors and photographers

Housing for All (*New York Journal-American*) 1949 35 frames Introduces the problem, analyzing possibilities of mass produced and prefabricated housing and large multiple-dwelling projects both public and private

How to Live With the Atom (National Committee on Atomic Information and Federation of Atomic Scientists) 1947 60 frames Uses humorous cartoons to show some of the dangers resulting from the lack of international control of atomic energy

Labor in the News (*New York Times*) 1949 54 frames

A survey of the importance of the labor management problem including reasons for friction between labor unions and employers, methods of settling disputes, and the effects of the Wagner-Connery and Taft-Hartley Laws

Literature of Freedom ("Our American Heritage Series," *Reader's Digest & NEA*) 1947 45 frames Describes some of the well known examples of American Literature from Franklin to the twentieth century

The Marshall Plan for European Recovery (*New York Journal-American*) 1949 38 frames Compares the problems of European recovery to those of a disabled veteran, summarizing the purposes and progress of ECA

Railroads at Work (Association of American Railroads) 1945 78 frames The historical development of railroads, services to the nation, but no treatment of railroad problems

Statehood for Hawaii (*New York Journal-American*) 1949 35 frames The case for admission of Hawaii as the 49th state.

This is England (Coronet) 1946 26 frames

Scenes from English life, including Big Ben, the countryside, traditions, education, problems of industry, labor and daily life Emphasizes similarities between English and Americans

Turning Out the Times (New York Times) 1949 38 frames How the news is gathered and presented by a large modern newspaper

United Nations at Work (New York Journal-American) 1949 35 frames A suggestive treatment of the Indonesian dispute to illustrate the peace-making machinery of the United Nations in operation.

United Nations Charter (Current History Film) 1946 Made without captions, it includes pictures and diagrams showing the structure of the United Nations and problems it was designed to handle No material on the actual work of the UN since its formation.

USSR—The Land and the People (Public Affairs Films Co & National Council for the Social Studies) 1945 83 frames A description of the nationalities, regions, natural resources, economic organization and cultural life of the USSR. Wartime cooperation with the United States is emphasized The existence of a totalitarian dictatorship is glossed over with scarcely any mention

The Vocabulary of Freedom ('Our American Heritage Series,' Reader's Digest & NEA) 1947. 45 frames Illustrates some of the basic freedoms found in a democracy through reference to great documents of American history

Western Europe Rebuilds (New York Times) 1949 57 frames Outlines the problems of reconstruction, Marshall Plan aid, progress and obstacles in European recovery

What Transportation Means to Guatemala (Pan-American World Airways System) 1948 Color 24 frames Contrasts old ways of native culture with modern commerce and industry resulting from the industrial revolution

RECORDINGS

City of Decision (Hiroshima) 6 sides Tex McCrary and Jinx Falkenberg interviewing actors representing participants in the first atomic bombing

Cavalcade of U S Presidents 8 sides Examples of speeches by seven presidents from Roosevelt to Roosevelt

I Can Hear It Now 10 sides Selected recordings on the period from 1938 to 1945 Its most valuable portions are the dramatic series of selections from World War II

So long as teachers are engaged in teaching they will always be interested in knowing the extent to which each step is in the right direction and how successfully the final ends of instruction are being achieved. Evaluation thus becomes more than just the last step in the process of teaching. It assumes significance as a continuing check at every stage with a view to constant testing of the values of teaching techniques.

In any study of testing four basic problems present themselves for solution. First, attention needs to be directed to the reasons for testing. Second, research must be focused on the coverage of tests. Third, experience must be accumulated on the techniques for testing. Fourth, consideration needs to be given to the uses to be made of tests.

1 WHY TEST?

All who are concerned with the process of testing have sought answers to this question. In the controversy over the pros and cons of examinations, teachers in the supporting group have vigorously maintained that tests are evaluators of the relative methods of instruction, indicators of weak spots in teaching, motivators to more effective teaching, guides to the conduct of class discussions. Supervisors of instruction have been equally enthusiastic in presenting the foregoing reasons for tests, adding thereto the potential value of tests as measures of the relative professional skill of teachers. Pupils, too, have urged tests on the grounds that study efforts are thereby directed, the extent of the understanding of content is indicated, and individual strengths and weaknesses are revealed.

Opposing teachers, supervisors and pupils have been as energetic in presenting the case against examinations. Again and again, teachers have pointed to the tremendous expenditure of teacher time and energy in the preparation and rating of tests, to which supervisors have added the disproportionate utilization of schoolwide time and resources. Here these two groups have been strenuously supported by pupils, whose ranks are in turn augmented by parents, with both pupils and parents inclined to attach inordinate significance to tests. The expenditure of pupil time and energy in preparation for tests,

the mental strain in taking tests, the failure of teachers to follow through with remedial measures after tests have been completed all are cited in the indictment of examinations

Since, irrespective of the verbal conflict over the values of examinations, tests have continued to be with the schools the challenge to teachers and to supervisors is as insistent as ever how to prepare examinations which, despite the recognized limitations of testing, will justify the tremendous efforts exerted in their preparation, administration and rating

II WHAT TO TEST?

Any analysis of examinations currently in use in the social studies would reveal an emphasis on the testing of the mastery of information. Since there is universal acceptance of the wider objectives in teaching to include not only information but also skills and attitudes, an undisputed answer to the query, 'What to Test?', should be that examinations must test *all* the objectives of teaching, information skills and attitudes

With a view to covering the first of these objectives, the acquisition of important information, the following suggestions in the preparation of examination papers are offered

1 All the content of the course should be covered as nearly completely as possible. This will counteract a tendency to repeat the same topics again and again on successive examination papers

2 Major points of the course should be maximized, with a corresponding minimization of minor points. Tests would then approximately reflect the emphases in the course. To effect appropriate emphases a simple procedure would be to

a outline content to be tested

b underline points to be stressed

c allocate credits in accordance with significance

3 Currently vital factual information and current developments should be stressed, along with background data. The test should be one that is conspicuously up to date, rather than one which might have been administered a decade previously

4 Concepts and ideas should be tested along with limited factual information

5 Chronological sense should be frequently tested. There has always been general agreement that an adequate historical grasp requires a firm understanding of chronological relationships between important historical events. With the ever widening use of the topical method the need for teaching and testing the sense of chronology becomes correspondingly greater. Test questions directed to the chronological sense must evidently be directed to more than the memoriter retention of dates, rather they must evaluate awareness

of logical, cause effect relationships For recommended types see pages 179 ff headed *Testing Chronology*

The measure of success in constructing adequate tests directed to determining the extent of the acquisition of information is generally conceded to be highly satisfactory Equally satisfactory verdicts, however, cannot be rendered when the extent to which the other objectives—skills and attitudes—have been achieved is being judged Since there is vital concern not only for what is learned today but also for what can be learned tomorrow—without the teacher, the extent of the creation of skills becomes increasingly significant in testing Test questions should be directed to all those skills considered indispensable in the working equipment of intelligent citizens

1 Interpretation of tabular data

2 Interpretation of graphs of social relationships, construction of graphs

3 Interpretation of reading materials, analysis of conflicting accounts

4 Interpretation of cartoons and other visual data, drawing of cartoons and posters

5 Map making and reading

6 Use of common reference sources

7 Participation in debates in panel discussions, in mock trials

8 Planning dramatizations, trips, exhibits

9 Outlining, preparing and presenting reports

For recommended types see page 185 headed *Testing Skills*

Even more than with respect to the creation of skills is there infrequency of the measurement of the extent to which attitudes have been inculcated This has been so although the significance of attitudes as outcomes of social studies instruction is generally conceded Proponents of attitudes testing are not unwilling to recognize the major difficulty frequently involved lack of universal acceptance of the correct attitude resulting in lack of objectivity in scoring But to those attitudes with respect to which there can be universal agreement, such as all those included within the general group of attitudes strengthening democracy, test questions can and should be directed For recommended types see page 190 headed *Testing Attitudes*

III HOW TO TEST?

Test preparation should begin at as early a point in the new term as possible Such early planning ensures cooperative thinking on the test items to be maximized, thus indirectly serving as a general statement of objectives for the term Where preparation begins early it is also possible to effect revisions in the light of extended thinking and pre test experiences

First in the tasks of test preparation is the construction of an

overall picture of the test. This requires the division of the test into two parts: the objective and the essay, with the determination of credits to be allocated to each part. Variety of test types should be ensured both within the objective and essay parts. Directions for each part of the test and for every type within each part should be clear, concise and concrete. Specific test items can then be requested many more than will be needed for the final draft and covering a wide range of difficulty. Finally either a correction formula should be indicated if it is to be used or the advisability of furnishing an answer should be stated.

Few will deny the desirability of incorporating objective questions in an examination paper. Their merits are many. Broad coverage of content is made possible; pupil responses are brief, ensuring the economy both in the conduct of tests and in their scoring; objectivity in rating is guaranteed; bluffing on the part of pupils is eliminated. Because of these advantages objective questions should be incorporated in all tests with care to eliminate the shortcomings associated with their use. Objective questions create many problems, none the least of which is the cost of preparation and administration. Overstress on minute items of factual information and the corresponding neglect of training in organization of content and in expression of thought should be avoided. The objective question, it is also alleged, constitutes an invitation to guessing.

The major problem in the use of objective questions arises from the variety of types available for use. In general these types are four in number: *true false*, *completion*, *matching*, *multiple choice*.

In point of time the *true false* was the first to come into general use chiefly because it ensured the broad coverage which was being sought. At an early stage in its use this type of question developed a number of defects so numerous as to outweigh its chief advantage. Questions were being carelessly constructed. The exact language of the textbook or of the teacher was being reproduced unimportant details were being stressed, double negatives were frequently used, specific determiners like *always* and *never* were frequently employed along with quantitative language like *few* and *many*, large and small. All too often considerable disagreement arose with respect to the acceptable answer. Since *false* was possible as the correct answer, there existed the possibility for pupils of negative suggestion, generally a poor device in teaching. Guessing was encouraged. Correction formulas were frequently absent. Because of these defects the use of the *true false* type is not widely recommended except where reasons for truth or falsity are required or corrections of statements and of specific errors in statements are requested. For recommended types see page 193 headed *True False Questions*.

At about the same time as the *true-false* type the *completion* type

of objective question came into early use. Here, too, defects were numerous. Statements used were often indefinite and mutilated, with trivial details rather than basic ideas left blank for completion. The language used was derived verbatim from the textbook or from the teacher, therefore only measuring skill in memoriter reproduction of facts and consequently only creating subservience to the textbook's or the teacher's thinking. Real understanding was assuredly not being measured. Frequently acceptable answers were so varied as to defeat the principal objective, a single answer, with resultant greater difficulty in scoring. If despite the foregoing the completion type is used, a number of rules should be followed:

- 1 Create a direct question rather than a mutilated statement.
- 2 Require a brief answer, correspondingly more objective for scoring
- 3 Avoid textbook or teacher's language.
- 4 Seek significant words or ideas, not trivia
- 5 Preclude clues and avoid specific determiners.
- 6 Set up blanks of uniform length, even more preferably, place blanks for answers at the right or at the bottom of question

As between the two presently widely used types of completion questions, the separate sentences and the story form, though neither is genuinely recommended, the latter is superior to the former. With respect to the latter, a slight improvement is possible by use of a negative completion where the errors in the story are to be detected coupled with specific reasons for the falsity. For recommended types see page 194 headed *Completion Questions*.

The third type of objective question, the *matching* type, is in wide current use. This type is considered especially valuable for detecting relationships between sets of data and for associating persons with movements or institutions. A number of defects are generally found here. Items such as persons and terms are intermixed, thus creating in reality two matching questions rather than one. Clues such as national origin are introduced, eliminating choices and cutting down possible alternatives. If the same number of items are included in both columns, guessing toward the end of the question is encouraged. Too often memorized associations are sought resulting in only a factual reproduction of data and an insufficient test of thinking at a higher level. With a view to meeting these defects the following rules can be followed:

- 1 Avoid mixing of items which tend to cut down areas of selection and to make possible obvious pairing
- 2 Ensure homogeneity in either column. Test: Can you label either column with one word or phrase which accurately delimits its content?
- 3 Arrange the list in the first column in such alphabetical order to

enable the pupil to find the correct response quickly once he has decided what is the answer

4 Have 2 or 3 more items in one column than in the other This will preclude guessing toward the end of the pairing process

5 Avoid stereotyped phraseology, memorized recall patterns

6 Try to raise the level of this type so that it is more than just the recall of a simple association compound matching master list

For recommended types see page 195 *Matching Questions*

With respect to the fourth, the *multiple choice* type, the generally prevailing opinion is that, even with slight defects, this is still the best the most discriminating of the objective questions It seems most effectively to lend itself for use as a measurement of factors accounting for significant developments, of consequences flowing from certain actions, of the importance of political, social and economic situations and practices Therefore, a more extensive use of the multiple choice type of objective test is strongly recommended with the following hints for their construction

1 Outline the content to be covered in your assigned subject area, listing the important topics concepts, information, skills, attitudes Be sure to make this all inclusive, keeping in mind the objectives of social studies work

2. Decide upon the relative importance of the items included in the outline Underline the items of major interest and allocate to each important item an appropriate number of questions

3 In creating the individual questions be guided by the following rules

- a Be sure that wording is clear and unambiguous
- b Avoid reproducing the language of the text in the question and in the correct answer
- c. Make all responses approximately equal in length An unusually long response generally contains bolstering information
- d Make all responses correct in grammatical construction.
- e Make all responses plausible Avoid guessing by the elimination of implausible items
- f Make sure that the context of one question does not give information which can be used in answering another
- g Make sure correct response cannot be selected on the basis of identical phrasing in the introductory statement
- h Make sure that the correct response cannot be isolated because of the homogeneity of the three other responses
- i Avoid any question to which there is more than one plausible response
- j Avoid suggestive clues such as always, never
- k Use direct questions rather than incomplete sentences

1 Use all variations best answer, least satisfactory, most inclusive, most dissimilar, result from many causes, cause of many results

m Arrange in order of difficulty

n Test your questions by determining how many begin with "who," "what," "where," "when" These will generally be testers of memoriter recall Include as many as possible which use "why," "how," "with what results," "of what significance"

For recommended types see Appendix VII headed *Multiple Choice Questions*

Most tests should include, along with the objective questions, a part consisting of essay questions This is primarily because by means of essay questions a greater variety of objectives can be tested Rather than just recognition and recall, essay items tend to measure interpretation and evaluation At the same time, all these higher, more critical objectives are tested through procedures involving training in expression and organization of content Along with the foregoing comes a motivation for desirable review methods, encouraging techniques of outlines and summaries Lastly, from the viewpoint of preparation and administration, it is generally considered less onerous to construct a few essay items than a multiplicity of objective items

Yet despite these recognized merits essay questions are currently characterized by a number of serious defects In preparation there is generally a very narrow and limited sampling, based on preconceived stress rarely subjected to changing emphasis with changing times Also essay items are less carefully prepared, without the infinite attention to detail that is invariably paid to objective items In answering many essay questions, opportunities exist for "guessing" and "bluffing" on the part of pupils No one will deny that infinitely greater labor is required by teachers in rating essay questions, and that there is a markedly greater unreliability in the scores

Because of their recognized merits and uses, it is desirable to use essay questions with appropriate allocation of credit, and subject to the following suggestions

- 1 Motivate the question by a challenging, interesting introduction
- 2 Strive for variety in the questions formulated
- 3 Select questions so as to sample widely the background information
- 4 Call for comparisons, causes and effects, analyses, statements of relationships, criticisms, reorganization of facts
- 5 Encourage originality of organization
- 6 Limit questions to permit answers within time allocations
- 7 Be sure essay questions test as broad and varied objectives as possible

For recommended types see Appendix VIII headed *Essay Questions*

WHAT USES TO MAKE OF TESTS?

Again and again teachers have been subjected to criticism for failure to make appropriate use of tests after the administration and scoring have been completed. Basic to any post examination uses are all of the following: the interpretation of test results, the diagnosis of test results and of the class situation at hand, the determination of remedial teaching programs and their application.

For the normal test or uniform departmental examination it is not essential to seek that kind of elaborate interpretation of test results involved in measurements of central tendency of variability or of correlation. It suffices if the teacher determines those objective items where greatest error has occurred and those aspects in answers to essay questions which differ most markedly from the teacher's model answer or the best answer submitted by any pupil.

On the basis of the foregoing the teacher should be in a position to construct his diagnosis of test results and of the class situation at hand. Here too for the normal class test and uniform departmental examination this need not take the form of elaborate graphic representation though it is conceded that there are psychological values both for pupils and teachers in graphic statistical analyses and summaries. It will suffice if preferably in cooperation with the pupils concerned, the teacher determines the basic reasons underlying the failures heretofore noted. These reasons may range all the way from shortcomings in pupil preparation to defects in teaching techniques. The record here must be set forth in full with respect to the individual pupil or to the class as a whole.

The final stage, the determination of remedial teaching programs and their application is evidently a most vital but frequently neglected part of the entire testing process. Without it tests lose their primary justification as vital parts of the teaching process. Just what these remedial teaching programs need to be are best reserved to the judgment of individual teachers and supervisors who should be constantly alert to determine such measures as will most effectively meet the challenges revealed in the test diagnosis. Once these remedial measures have been applied where needed to individuals and to classes tests have achieved their final justification in the learning and teaching process.

STANDARDIZED TESTS IN SOCIAL STUDIES

CIVICS

Almack Test in American Civics and Government Almack Gregory
University of Cincinnati Cincinnati Ohio 1928
American Council Civics and Government Test Leigh McGoldrick Ode-
gard, Wood World Book Company, Yonkers New York 1929

- American Government and Civics Test* Haley Harlow Publishing Company, Oklahoma City, Oklahoma 1931
- Civics Information Test* Hill Public School Publishing Company, Bloomington, Illinois 1926
- Civics Test* Brown, Woody World Book Company, Yonkers, New York 1926
- Civics Test* Burton, Burton World Book Company, Yonkers, New York 1928
- Civics Test* State High School Tests for Indiana Malan State High School Tests Committee 1945 6

WORLD AND MODERN EUROPEAN HISTORY

- American Council European History Test* Carman, Langsam, Wood World Book Company, Yonkers New York 1929
- Cooperative Modern European History Test* Anderson, Lindquist Cooperative Test Service, New York NY 1933
- Cooperative World History Test* Anderson, Lindquist. Cooperative Test Service New York NY 1933
- Diagnostic Test in Modern European History* Vannest. Indiana University Bookstore Bloomington Indiana 1929
- Every Pupil Test in World History* Andrews, Anderson State University of Iowa. 1931
- Modern European History Test* Watson Harlow Publishing Company, Oklahoma City, Oklahoma 1930
- Modern European History Test* Ragatz. Center for Psychological Service, Washington, D C 1929
- Test in Medieval and Modern History* Gregory, Owens C A Gregory Company, Cincinnati, Ohio 1926

AMERICAN HISTORY

- American History Test* McGarrett. Acorn Publishing Company Rockville Center, NY 1942
- Cooperative American History Test* Anderson, Lindquist. Cooperative Test Service New York, NY 1935
- Columbia Research Bureau American History Test* Carman Barrows, Wood World Book Company, Yonkers New York 1926
- Diagnostic Test in American History* Baur Public School Publishing Company Bloomington Illinois 1920
- Every Pupil Test in American History* Berg Anderson State University of Iowa 1937
- United States History Test* Bowman Public School Publishing Company Bloomington Illinois 1931

ECONOMICS

- American Council Economics Test* Taylor Barrows Wood World Book Company Yonkers New York 1929
- Economics Comprehensive Objective Tests in High School Subjects* Haley Harlow Publishing Company Oklahoma City Oklahoma. 1931

Economics Tests State High School Tests for Indiana Coltharp 1945-6
Iowa Every pupil Test in Economics Anderson State University of Iowa
 1937

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- Lee, J M *Guide to Measurement in the Secondary Schools* Appleton Century, 1936
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Selected Test Items in American History Bulletin No 6 1940
Selected Test Items in World History Bulletin No 9 1947
Selected Test Items in Economics Bulletin No 11 1939
Selected Test Items in American Government Bulletin No 13 1939
Guide to New Methods in Teaching the Social Studies Bulletin No 7, 1936
Selected Items for the Testing of Study Skills Bulletin No 15, 1940
- Long, F E and Halter, H *Social Studies Skills* Igor, 1942
- Orleans, J S *Measurement in Education* Nelson, 1937
- Remmers, H H and Gage, N L *Educational Measurement and Evaluation* Harper, 1943
- Ross, C C *Measurement in Today's Schools* Prentice Hall 1947

(The following are sample questions which have appeared in the uniform examination papers of Social Studies departments in the city's high schools and in papers prepared by the Division of Examinations and Testing State Education Department.)

Appendix I Testing Chronology

- 1 For the three events within each of the following groups place a 1 in the space before the event which occurred first a 2 before the event second in order of time, a 3 for the event which occurred last

GROUP A

- _____ Bill of Rights
 _____ Constitution
 _____ Articles of Confederation

GROUP B

- _____ Whiskey Rebellion
 _____ Ratification of the Constitution
 _____ Shays' Rebellion

GROUP C

- _____ Closing of the port of Boston
- _____ Boston Massacre
- _____ Boston Tea Party

GROUP D

- _____ Appointment of Marshall as Chief Justice
- _____ First US Bank chartered
- _____ McCulloch v Maryland

GROUP E

- _____ Declaration of Independence
- _____ Battle of Lexington
- _____ Second Continental Congress

2 In the following groups there are three items. One is the cause of a second which, in turn, is the cause of the third. In the spaces below place number

- 1 before the fundamental cause
- 2 before the result following upon the fundamental cause
- 3 before the final result.

GROUP A

- _____ Bankruptcy of France
- _____ Tennis Court Oath
- _____ Calling of Estates General

GROUP B

- _____ Theory of Natural Rights
- _____ Discovery of Laws of Gravity
- _____ Declaration of Rights of Man

GROUP C

- _____ Automatic machinery
- _____ Industrial Revolution
- _____ Loss of skill in work

GROUP D

- _____ Imperialism
- _____ Industrial Revolution
- _____ Wars

GROUP E

- _____ Continental system
- _____ Congress of Vienna
- _____ Downfall of Napoleon

- 3 In each of the following groups choose the item which came first in time. Place the number before that group in the space at the left.
- _____ A 1 Declaration of Independence 2 Battle of Lexington 3 First Continental Congress
 - _____ B 1 Dispute over navigation of the Potomac 2 Annapolis Convention 3 Philadelphia Convention
 - _____ C 1 Bill of Rights 2 Washington's Inauguration 3 'No entangling Alliances'
 - _____ D 1 Maryland Toleration Act 2 Virginia Statute of Religious Toleration 3 Northwest Ordinance
 - _____ E 1 American Revolution 2 French Revolution 3 Glorious Revolution in England.

- 4 In the following groups of statements number the item which occurred first with 1, and the last one with 4

GROUP A

- _____ Rise of the Greenback Party
- _____ Rise of the Populist Party
- _____ Rise of Communist Party
- _____ Rise of A L P

GROUP B

- _____ First A.A.A. Act
- _____ Homestead Act
- _____ Soil Conservation and Dom
All Act
- _____ Agricultural Marketing Act

GROUP C

- _____ Sherman Anti Trust Act
- _____ Norris LaGuardia Act
- _____ Smith Connally Act
- _____ Clayton Anti Trust Act

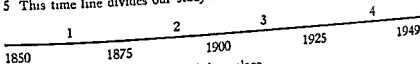
GROUP D

- _____ I W W
- _____ Organization of A.F.L.
- _____ Knights of Labor
- _____ Creation of the CIO

GROUP E

- _____ National Origins Act
- _____ Prohibition of immigration
of contract labor
- _____ Repeal of Chinese Exclusion
- _____ Gentlemen's Agreement

- 5 This time line divides our study of history into 4 periods



In the space before each event below place

- 1 if the event took place from 1850 to 1875
- 2 if the event took place from 1875 to 1900
- 3 if the event took place from 1900 to 1925
- 4 if the event took place from 1925 to 1949

- _____ A Completion of the Triple Entente
- _____ B Cripps Mission
- _____ C Young Turk Revolution
- _____ D Sepoy Mutiny
- _____ E Creation of the Chinese Republic
- _____ F Statute of Westminster
- _____ G First Sino Japanese War
- _____ H Formation of the Triple Alliance
- _____ I Perry's visit to Japan
- _____ J Nine Power Treaty

- 6 In the space before each of the events listed below place a
- 2 if the event took place in the second quarter of the 19th century
 - 3 if the event took place in the third quarter of the 19th century
 - 4 if the event took place in the fourth quarter of the 19th century
 - 1 if the event took place in the first quarter of the 20th century

- A Sepoy Mutiny
- B Perry's visit to Japan
- C Boxer Rebellion
- D Entente Cordiale
- E British North America Act
- G Anglo Russian Alliance
- H Washington Conference
- I Sarajevo Incident
- J Young Turk Rebellion
- K Lord Durham's Report

7 In the following, the four events in Column II are arranged in the order in which they occurred. Each of the numbers in this column corresponds, therefore, to a time interval. Interval 1 is that preceding the first event, interval 2 is that between the first and second events, interval 3 is that between the second and third events, interval 4 is that between the third and fourth events, and interval 5 is that following the last event. In the space before each historical event in column I indicate the time interval in which the event took place by writing the number of the time interval.

COLUMN I

COLUMN II

- | | |
|--|------------------------------------|
| ———A First Russo-Japanese War | -1- |
| ———B Perry's visit to Japan | Establishment of the German Empire |
| ———C Cripps Mission to India | 2- |
| ———D Russo Japanese War | Formation of the Triple Alliance |
| ———E Balfour Declaration | -3- |
| ———F India becomes a crown colony | Formation of the Triple Entente |
| ———G Hong Kong, a British possession | -4- |
| ———H Twenty One Demands | The Treaty of Versailles |
| ———I Pakistan becomes a dominion | -5- |
| ———J Stanley's rescue of Livingstone in Africa | |

8. The purpose of this question is to see if you know in which of the five periods listed in Column B the events listed in Column A occurred. To answer this question you place to the left of each item in Column A the number of the period in Column B during which this event occurred.

COLUMN A

COLUMN B

- | | |
|-------------------------------|---|
| ———A. The Reformation | 1 Between the Fall of Rome and the beginning of the Renaissance |
| ———B Development of feudalism | |

COLUMN A

- C Rise of national states
- D The American Revolution
- E Administration of Washington
- F The English gag laws
- G The Louisiana Purchase
- H Proof that the earth is round
- I War of 1812
- J First important public appearance of Napoleon

COLUMN B

- 2 Between the Renaissance and the beginning of the French Revolution
- 3 During the French Revolution
- 4 During the Age of Napoleon
- 5 During the Age of Reaction

9 Below are listed a series of headlines which might have appeared in American newspapers during the periods of time we have studied thus term. In the space before each headline place

- 1 if it might have appeared before the outbreak of the American Revolution 1775
- 2 if it might have appeared from the outbreak of the American Revolution 1775 to the end of the Revolution 1783
- 3 if it might have appeared from the end of the American Revolution 1783 to the formation of the new government 1789
- 4 if it might have appeared since the formation of the new American government 1789

- A ANNAPOLIS CONVENTION COMES TO AN END NO SUCCESS
- B MARYLAND SIGNS UP AS WESTERN LANDS CONTROVERSY IS SETTLED
- C INDEPENDENCE PROCLAIMED COLONIES AGREE ON AIMS
- D FREEDOM FOR PEOPLE ASSURED IN THE BILL OF RIGHTS
- E ZENGER VINDICATED BY JURY IN FREE PRESS TEST CASE
- F CONSTITUTION FINALLY ACCEPTED BY NINE STATES
- G PENNSYLVANIA LAWS GUARANTEE RELIGIOUS LIBERTY TO ALL
- H DANIEL SHAYS MARCHING ON SPRINGFIELD
- I STRONG MEASURES ENACTED TO CURB BOSS TONIANIS
- J LAFAYETTE IS HERE, FRANCE AIDS THE AMERICAN CAUSE

- 10 In the space preceding the following items write the letter
 A if the event in Column I occurred before the event in Column II
 B if the event in Column II occurred before the event in Column I

C if the events occurred at approximately the same time (within a year of each other)

COLUMN I

COLUMN II

- | | |
|---------------------------------------|------------------------|
| —A Egypt a protectorate | Dual Control |
| —B British North America Act..... | Lord Durham's Report |
| —C Govt. of India Acts | Sepoy Mutiny |
| —D. Grant of treaty ports..... | Opium War |
| —E Abolition of feudalism in Japan .. | Perry's Visit |
| —F. Anglo-Japanese Alliance..... | Russo-Japanese War |
| —G Creation of Young China Party... | Boxer Rebellion |
| —H. Washington Conference .. . | Twenty One Demands |
| —I Dreikaiserbund | Austro-German Alliance |
| —J Anglo-Russian Alliance | Entente Cordiale |

11 In the space to the left of each *cause* in Column I place the letter of the *result* in Column II with which it is most closely connected.

COLUMN I: CAUSES

COLUMN II: RESULTS

- | | |
|-------------------------------------|-----------------------------------|
| —1 Sepoy Mutiny | A. Stanley Expedition |
| —2 Tangier Episode | B Entente Cordiale |
| —3 Opium War | C Austrian ultimatum |
| —4 Invasion of Belgium | D Triple Entente |
| —5 Assassination at Sarajevo | E Canada acquires self-government |
| —6 Durham Report | F. Sino-Japanese War |
| —7. Work of Livingstone | G Opening of China to West |
| —8 Conflict in Korea | H England declares war on Germany |
| —9 Fashoda Affair | I. Better Govt. of India Act |
| —10 Russian defeat by Japan in 1905 | J Algeciras Conference |

12 In the space at the left of each number place the letter of the item which is the *result* flowing from the other three *causes*

- | | |
|-----|--|
| —1. | A The quarrel over the Potomac |
| | B "Not worth a continental" |
| | C The calling of the Constitutional Convention |
| | D Interstate tariffs |
| —2 | A The election of Jefferson |
| | B The Alien and Sedition Acts |
| | C The Virginia and Kentucky Resolutions |
| | D "Government by the rich and the well born" |
| —3 | A. The French Revolution |
| | B The Genêt Affair |
| | C. Washington's Proclamation of Neutrality |
| | D French Alliance of 1788 |
| —4 | A Fundamental Orders of Connecticut |
| | B Constitution of the U S |
| | C Massachusetts Bay Charter |
| | D Mayflower Compact |

- 5 A Cotton
 B Three fifths compromise
 C. 1619
 D Slave trade

Appendix II Testing Skills

- 1 Examine the following charts Then answer the questions according to the directions that follow

<i>Types of Movies Preferred by Young People</i>		<i>Frequency of Motion Picture Attendance of American People</i>	
Musical Comedy	21.4%	5 or more times a week	0.7%
Historical	21.0	4 times a week	1.1
Action western	16.2	3 times a week	5.0
Love Story	13.5	2 times a week	19.9
Mystery	9.2	once a week	37.7
Gangster, G men	5.7	3 times a month	10.1
Comedy of manners	5.1	twice a month	5.3
News education	4.7	been only a few times	10.6
other types	3.2	never been	1.6
		not reporting	8.0

Directions Below are ten statements each with a line to the left. If the statement is true *according to the charts*, write the word TRUE in the space at the left. If the statement is false *according to the charts* write the word FALSE in the space at the left. If the charts do not give sufficient information for you to be able to answer true or false write N S in the space at the left. Remember to answer questions *according to information in the charts only*.

- 1 The type of movie most widely preferred by young people is the gangster G men type
- 2 One out of every five persons prefers a movie dealing with some phase of history
- 3 The types of movies which may be shown here in the United States are determined by Congress
- 4 More young people prefer the love story to any other type.
- 5 Education plays a large part in improving the tastes of moviegoers
- 6 A majority of the people of this country go to the movies at least once a week.
- 7 The greatest number of moviegoers are in the age group 14-18
- 8 Among the American population are some people who have never been to the movies
- 9 The motion picture theatre is an unimportant source of recreation for Americans
- 10 The peak of attendance at movies comes in the months of May and June

2 Examine the following chart Then answer the questions according to the directions that follow

NUMBER OF PEOPLE OUT OF EVERY THOUSAND IN THE UNITED STATES WHO REACHED A GIVEN EDUCATIONAL LEVEL (1938)

First Year High School	850
Third Year High School	580
Graduation from High School	450
Entrance to College	150
Graduation with a Bachelor's Degree	70
Graduation with a Master's Degree (1 yr graduate)	9
Graduation with a Doctor of Philosophy Degree (2 yr graduate)	1

from Warner Havighurst Loeb Who Shall Be Educated?

Directions As in question 1 above

- 1 The majority of Americans have completed an elementary school education
- 2 The majority of Americans have completed a high school education
- 3 Most high school graduates go on to college
- 4 Whites secure a better type of education than Negroes
- 5 Less than 10% of our population holds a college degree
- 6 There is a relationship between the income of a family and the education its members receive
- 7 The high school is now a people's school with most Americans in it at some time
- 8 Education pays in dollars and cents
- 9 This data comes from a book by Warner Havighurst Loeb
- 10 This data could be introduced in a budget hearing to request additional funds for high schools and colleges

3 Study the chart on The Importance of Corporate Activity by Branches of Industry, 1937 In the blank before each of the statements listed under the chart write

T if the statement is true

F if the statement is false

NSD if the table does not give sufficient data to indicate its truth or falsity

IMPORTANCE OF CORPORATE ACTIVITY BY BRANCHES OF INDUSTRY 1937

Industry	Percent of National Income	Percent of Business Done by Corporations
Agriculture	89	7
Mining	21	96
Electric light power gas	16	100
Manufacturing	240	92

<i>Industry</i>	<i>Percent of National Income</i>	<i>Percent of Business Done by Corporations</i>
Contract construction	21	36
Transportation	7.3	89
Communication	1.3	100
Trade	12.5	58
Finance	9.3	84
Government (inc work relief)	13.5	58
Service	11.9	30
Miscellaneous	4.2	33

- Source: Hearings before the Temporary National Economic Committee
- 1 The corporation in the United States does a major portion of the nation's business in all fields
 - 2 Corporations are best from a businessman's point of view
 - 3 The corporation is the most common form of business organization in the public utility field
 - 4 There are a number of business fields for the individual entrepreneur to indicate that the corporation will continue to be but one of many kinds of business organization
 - 5 The farmer can still be said to remain an individual entrepreneur
 - 6 Corporations in agriculture are very powerful even though they do only a small portion of the business in this field
 - 7 Corporations do most of the business only in those industries that receive the largest portion of the nation's income
 - 8 The corporations in this country pay huge corporate taxes and have therefore failed to develop as rapidly as they otherwise would
 - 9 This chart clearly presents the corporation as doing a large share of the nation's business and receiving a large share of the national income
 - 10 This chart is obvious propaganda since it is issued from a research agency financed by business

4 In the space provided at the left of each statement write TRUE if the statement is TRUE according to the graph FALSE if it is FALSE according to the graph and NS if the graph does not give sufficient information (Any appropriate graph may be used)

GRAPHS OF PERSONAL TAXES INCOME AND CONSUMERS' PRICES 1935-39 equals 100

- 1 Consumers' prices have risen at a slower rate than taxes since 1929
- 2 From 1930-33 there was a period of decline in prices taxes and income
- 3 Consumers' prices will continue to rise during 1949

- 4 The greatest rise in personal taxes occurred during the period 1940-43
- 5 Consumer prices have risen 83% since 1939
- 6 According to the graph, the purchasing power of the dollar is greater than at any time during the last 20 years
- 7 Taxes have risen 762% since the period 1935-39
- 8 Personal income reached its lowest level during 1933
- 9 Personal taxes rose at a more rapid rate from 1929 through 1949 than during the preceding 20 years
- 10 The item that has changed the least in the last 10 years is personal income

- 5 Read the following passage from *Our Plundered Planet* by Fairfield Osborn (adapted)

"Russia and the United States have taken steps to save their natural resources. In Russia practically all the land belongs to the state and so the use of forests, agricultural lands, water resources and animal life is dictated entirely by the government. On the other hand in the US where most of our natural resources are privately owned the government concerns itself chiefly with encouraging wise and proper use of these resources. In Northern Europe there is still a different system which we may well follow. In countries such as Denmark and Sweden private ownership of resources is permitted but their use is strictly regulated by the government so as to serve the interests of the people as a whole."

In the blank next to each of the following write the number of the phrase which completes the statement in accordance with the ideas expressed in the above selection

- 1 The purpose of this passage is to (1 explain the differences between the government of the US and Russia 2 describe the different ways in which natural wealth is handled in different types of countries 3 explain why the world today is a "plundered planet" 4 prove that government ownership of resources is better than private ownership)
- 2 'Land' as used in the phrase "all the land belongs to the state" refers to (1 the country where one lives 2 the soil which produces food and trees 3 all natural resources including fertile soil, water power, minerals and animal life 4 the wealth of the country including natural resources factories mines and railroads)
- 3 The US, Russia, Denmark, Sweden all agree that (1 natural resources should be used with care 2 the government should own the important natural resources such as the forests 3 whether private individuals own the natural resources or not they shouldn't be allowed to make too much profit 4 dictatorship in some form is needed to prevent waste of resources)
- 4 Among the differences stated above between the US and Russia we find that (1 the US is richer than Russia in nat-

ural resources 2. Russia wants to save its resources but the U S doesn't care what happens to them as long as private individuals make money out of them 3 Russia knows more about how to save her resources than does the U S 4 in Russia the use of resources is planned entirely by the government whereas the U S, except for a small part owned by the government, the government just gives advice and offers rewards to improve use of resources)

—5 The author believes that the U S should (1 let individuals do as they want with our natural resources 2 own all natural resources 3 allow some private ownership of natural resources but regulate their use strictly so that the people as a whole will benefit from them 4 limit itself to encourage private owners to use our resources with care)

6 Use the map attached hereto In Column A on the line before each number write the place which best answers the description In Column B place the letter corresponding to its location on the map (Use any map of the world)

- | A | B | |
|----------|---------|--|
| 1 _____ | 1 _____ | 1 Here is where revolution broke out in 1789 |
| *2 _____ | 2 _____ | 2. Here was the cradle of civilization |
| 3 _____ | 3 _____ | 3 Here direct democracy had its beginning |
| 4 _____ | 4 _____ | 4 Here was the capital of Christendom |
| 5 _____ | 5 _____ | 5 Here was a 'geographical expression' |

7 Write before the description below the name of the place and its number on the map (Use map of U S divided into sections)

- | | | |
|---------|---------|--|
| 1 _____ | 1 _____ | 1 First area to prohibit slavery |
| 2 _____ | 2 _____ | 2. First territory purchased by the U S |
| 3 _____ | 3 _____ | 3 Greatest amount of religious tolerance |
| 4 _____ | 4 _____ | 4 Area needed for 'right of deposit.' |
| 5 _____ | 5 _____ | 5 Area of settlement by the Swedes |

8 Below will be found types of reference books These will help us to locate and use essential information in our course.

- A An atlas
B *The World Almanac*
C An encyclopedia
D A dictionary

- E. A textbook in American history
F A textbook in Economics
G A textbook in Biology
H *Readers' Guide to Period Lit*

Place the letter of any of the above reference works to the left of the number of each of the following questions

IN WHICH OF THE ABOVE REFERENCE BOOKS WILL YOU FIND

- 1 the difference between the meanings of food adulteration and misbranding?

- 2 what has been recently written in magazines about food production and distribution?
- 3 if there is a railroad connecting New York City with Albany?
- 4 the total number of fires in N Y C during last ten years?
- 5 the effect of the invention of machinery on unemployment?
- 6 how people traveled in N Y C a hundred years ago?
- 7 the technical process used in cold storage plants?
- 8 information on the nutrient value of various foods?
- 9 names of persons in charge of federal departments?
- 10 bibliography for further study of the United Nations?

Appendix III Testing Attitudes

- 1 Your school is holding elections for President of the General Organization. Three students have been nominated. In the discussion about the candidates your classmates raise the following questions. The answers to these questions are given by members of the class and are listed on the blackboard under each name.

	A	B	C
1 How tall is he?	5' 2"	5' 8"	5' 6"
2 What is his father's financial status?	poor	rich	well to-do
3 How does he dress?	carelessly	well	poorly
4 What is his favorite newspaper?	<i>Post</i>	<i>Tribune</i>	<i>Times</i>
5 What is his absence record?	good	excellent	poor
6 Is he well liked?	yes	yes	no
7 Is he conceited?	yes	no	yes
8 Is he courteous?	no	yes	yes
9 What kind of speaker is he?	fair	excellent	good
10 How good an athlete is he?	excellent	fair	good
11 Is he honest?	no	no	yes
12 Is he politically reactionary?	no	no	no
13 Does he favor the United Nations?	yes	no	yes

- A Select three of the above questions you would consider *important* in choosing candidates for office. State reasons.
- B Select three of the above questions you would consider *unimportant* in choosing candidates for office. State reasons.
- C Enumerate three additional questions you would ask in determining qualifications for office. Show why in each case.
- D Whom among the three would you vote for as President of our General Organization? Why?
- 2 Read the following which is part of a speech delivered at a Youth Rally here in New York City. Then answer the questions according to the directions that follow.

Kids normally like other kids. They get along pretty well together until some misguided parent finds out that her little boy is playing with another little boy maybe Sammy Levine. So a couple of days later her little boy tells Sammy they can't play together any more.

because his mother won't let him play with Jews This is a terrible thing What's pathetic about it is that it breaks up a kid friendship Nobody's got any right to do that, because that's the kind of friendship that's important to the future development of this country, one child's fondness for another

'Look The next time you hear anyone say there's no room in this country for foreigners, tell him you've got a big piece of news for him. Tell him EVERYBODY in the United States is a foreigner And that includes the American Indian, who originally came here from somewhere else

"Now this is our job—your job and my job and the job of the generations growing up—to stamp out prejudices that are separating one group of citizens in the United States from another

Directions Below are ten statements each with a line at the left If you agree with the statement, place the word AGREE in the space at the left If you disagree with the statement, place the word DISAGREE in the space at the left Use any information you have about social conditions to answer these questions

- _____1 A good title for this speech would be People Are Human Beings"
- _____2 This speaker's main purpose is to focus attention on the political differences that are destroying the idea of ONE WORLD
- _____3 This speaker believes that prejudice against minority groups develops at an early age
- _____4 This speaker would favor the solution that all minorities should be shipped back to their countries of birth, at government expense
- _____5 This speaker is correct when he says that we are Immigrants All, Americans All"
- _____6 This speaker, in a panel discussion on the NEGRO PROBLEM IN AMERICA, would be on the same side as those who favor segregation in public conveyances
- _____7 This speaker would support the creation in the United Nations of a Bill of Rights for the people of the world
- _____8 This speaker would be willing to accept a presidential nomination from a political party whose motto is Maintain our Prejudices and Regard others as inferior
- _____9 This speaker is right in believing that of all the staggering problems in the modern world the treatment of minorities ranks near the top
- _____10 This speaker would support a program of education in inter-group relations in all our schools

3 Read the following statement by Frank Sinatra as published in the Magazine Digest

'No scientist can examine blood and tell from which race of man it came. Take a brain from any man's head and no one can tell you positively from what race it came. Every race produced men with

big brains and men with small brains, men with big strong muscles and men like me

"It would be a fine thing, wouldn't it, if people chose their associates by the color of their skin? Brothers wouldn't be talking to brothers and in some families the father and mother wouldn't speak to each other. Imagine a guy with dark hair like me not talking to blondes. It's up to us to lay aside our unfounded prejudices and to make the most of this wonderful country. This country that's been built by many peoples, creeds, nationalities and races in such a way that it can never be divided that it will always remain the *United States*."

Now answer the following questions by writing the letter of the phrase which best completes the sentence

- 1 A good title for the above would be A Equality of Opportunity B The Benefits of Prejudice C We're All Americans D Discrimination and Music
- 2 Scientists know that A some races are smarter than others B you can tell a man's race by examining his blood C basically we are all alike D color is very important
- 3 When Frank talks about "unfounded prejudices" he means A prejudice that is picked up at home B prejudice that has no real meaning C arguments between brothers and sisters D religious intolerance.
- 4 Frank believes that we should pick our friends A according to their color B according to their size C on a scientific basis D regardless of race, creed or color
- 5 Frank would probably approve of students who A don't let race or religion determine their choice of extracurricular activities B join clubs which admit only those of a certain religion C refuse to sit at the same table with those of a different color D judge G O candidates by their names
- 6 Recently many motion pictures such as *Gentlemen's Agreement* have dealt with prejudice against minority groups in the U S. From the above it is likely that Frank would A approve of their purpose of arousing people's emotions against prejudice B think them unnecessary since only minorities are involved C consider them dangerous since they give the impression that prejudice exists in the U S D disapprove of them since the best way to get rid of prejudice is to ignore it
- 7 Judging from the above Frank would most enjoy listening on Sundays to the radio program A Memo from Lake Success B The Greatest Story Ever Told C Invitation to Learning D You Are There.
- 8 Frank seems to believe that all people should A have equal opportunity to live a decent life B get the same pay C live in the same kind of houses D receive the same kind of education
- 9 Frank favors democracy because it means A just a form of government B a way of living together C minorities are eliminated D education for race supremacy

- 10 For Americans prejudice is dangerous because A it is not scientific B we are all from different groups and it will destroy our unity C it can break up many families D it is against the Constitution
- 4 Are the following good or bad citizens? If you think the person is a good citizen write the word GOOD in the space at the left If you consider the person a poor citizen write the word POOR in the space. On the line alongside, state your reasons briefly
- 1 Margaret sees paper on the floor under her lunchroom table She refused to pick it up, since she feels the girl during the previous period should have done so
() _____
- 2 Having enjoyed a feature of the Assembly program John applauds violently and continues to applaud even after the presiding officer waits at the lectern for attention
() _____
- 3 Ted's father operates the corner cigar store He is afraid that his business will be cut down if he does not play ball with the political boss of the neighborhood He refuses to sign a petition to help nominate a man he feels is unqualified for the office
() _____
- 4 Herb's mother never votes She thinks politics is dirty business
() _____
- 5 Dave's sister says The UN is none of my business Experts are there, let them worry about the world's affairs
() _____

Appendix IV True False Questions

- 1 For each of the following statements write the word TRUE if the statement is correct. If the statement is false substitute the word that will make the statement true for the underlined word
- 1 Capitalism is an economic system under which the individual may risk his capital in order to make a profit
- 2 The total value of the goods and services distributed and produced in a given year is called national wealth
- 3 Engel's Law states that the amount spent on food decreases as the family income increases
- 4 The fear of a decrease in the price charged by his competitor does not hinder the monopolist from raising his price
- 5 A product whose demand changes only slightly with a considerable change in its price is said to have an elastic demand
- 6 The Clayton Act was passed to prevent as far as possible the sale of worthless stocks and bonds
- 7 Money income consists of the goods and services that can be bought with one's earnings
- 8 An agreement by the majority of the shoe manufacturers of the US to reduce production so as to avoid overproduction

is an example of an act *prohibited* by the Sherman Anti-Trust Act

—9 In case of bankruptcy, a *debenture* bondholder is paid before the preferred stockholder

—10 In a consumer cooperative a person holding ten shares would have *ten* votes

2 Some of the statements below are matters of fact and others are expressions of opinion. Write on the line at the left of each statement the word *yes* if the statement is based on fact and is true, the word *no* if the statement is contrary to fact, or the letter *O* if the statement is a matter of opinion and needs further evidence before it can be established as either true or untrue

—1 According to law, a prisoner accused of a crime is considered innocent until he has been found guilty

—2 Peaceful picketing during a strike is unlawful

—3 By presenting an indictment the grand jury compels a prisoner to stand trial

—4 Eighteen year olds are mature enough to vote

—5 A decision by the United States Supreme Court requires a unanimous vote

—6 The Supreme Court of the US should have the right of judicial review

—7 The highest court in New York State is the Appellate Division

—8 Plaintiffs are always right

—9 Great gains can be derived from creating the office of public defender

—10 The right of appeal to the courts from a decision of a government agency is essential if our democracy is to be preserved

Appendix V. Completion Questions

1 *A Visit to Washington* Mary and John went to Washington D C on a visit. This is the story of their visit with certain spaces in the story. In the spaces below, insert the missing words

First, Mary and John visited the two houses of Congress, called (1) and (2). There they secured a pass to the White House where they saw the President of the United States in conference with the Secretary of State named (3). Having seen the legislative and executive branches of the government they thought it would be a good idea to see the third branch of the government in action, and so they walked over to the building where the (4) was in session. Unfortunately for them the judges were considering applicants for citizenship and thinking Mary and John were also applicants insisted upon the answers to the following questions

In which house of Congress do money bills originate? (5)

Which house of Congress must confirm treaties? (6)

What body has the power to elect the president? (7)

Who has the power to dismiss cabinet members? (8)

Where can the Bill of Rights be found? (9)

When Mary and John answered all of the above questions correctly the judge said 'Well, you know so much you mustn't forget to vote next year' 'But we can't,' chorused the two 'We're not old enough. You must be at least (10) years of age to vote in New York State.'

- | | |
|-----------|------------|
| (1) _____ | (6) _____ |
| (2) _____ | (7) _____ |
| (3) _____ | (8) _____ |
| (4) _____ | (9) _____ |
| (5) _____ | (10) _____ |

2. Indicate ten errors in the following story and give the correct statement in each case. It is not enough to give a negative answer, in each case give a positive correction.

Jacques de Monde sat at his window one afternoon in June, 1940 watching the German troops stream into Paris. As he contemplated the death of French liberty, his thoughts went back to his great great grandfather, Jean de Monde, who had struggled so valiantly to establish that liberty.

Jean was hardly out of his teens when he participated in the storming of the Bastille on that famous August 28th which Frenchmen have so long celebrated as Independence Day. Jean had been in the garden at Versailles when King Louis had abolished feudalism and he had been a strong supporter of Robespierre in his battle for freedom of speech and thought. A staunch member of the Catholic minority, so cruelly persecuted by the Old Regime, Jean had been a leader in securing the passage of the Civil Constitution of the Clergy.

Monsieur de Monde was a veteran of many bloody battles for liberty. His first experience was by the side of the British in their joint struggle to prevent the Duke of Brunswick's Prussian army from suppressing the French revolutionary government. Then he volunteered to protect the accomplishments of the National Assembly against the emigres and the communards. Next we find him spreading the slogan of 'Liberty Equality Democracy' through Europe under the banners of the Grand Army of Napoleon. And when the diplomats of Vienna ordered Napoleon executed Jean put on his old uniform to join the Bourbon Louis V, in his unsuccessful effort to preserve the gains of the French Revolution.

Appendix VI Matching Questions

1. Write in the space at the left of each item in Column I the letter preceding the item in Column II most closely related to it.

COLUMN I

COLUMN II

- | | |
|--------|-----------------------------|
| _____1 | Road tax |
| _____2 | Exiled nobles |
| _____3 | Famous prison fortress |
| _____4 | Order of arrest |
| _____5 | Tax collected by the Church |

- | | |
|---|-----------|
| A | Assignats |
| B | Bastille |
| C | Cahier |
| D | Corvée |
| E | Emigres |
| F | Gabelle |

- | | | | |
|---------|-------------------------------------|---|------------------|
| _____6 | Tax on salt | G | Jacobins |
| _____7 | List of grievances | H | Lettre de cachet |
| _____8 | Paper money secured by Church lands | I | Metric system |
| _____9 | Radical party of the Convention | J | Parlement |
| _____10 | Adopted by the Convention | K | Taille |
| | | L | Tithe |

2 In the space before each name in Column I place the number of the phrase in Column II which most closely corresponds to it

COLUMN I

- _____A Samuel Adams
 _____B Nathaniel Bacon
 _____C Benjamin Franklin
 _____D Alexander Hamilton
 _____E Thomas Jefferson
 _____F James Madison
 _____G Tom Paine
 _____H Daniel Shays
 _____I Robert Walpole
 _____J Peter Zenger

COLUMN II

- 1 Freedom of the Press
 2 Policy of Salutary neglect
 3 French aid in Revolutionary War
 4 Critic of Articles of Confederation at Annapolis Convention
 5 Father of the Constitution
 6 Debtors revolt in Massachusetts
 7 Mayflower Compact
 8 Committees of Correspondence
 9 Rebellion in Virginia
 10 Tory leader during Revolution
 11 Common Sense
 12 Declaration of Independence

3 In this question Column A sets forth a list of Persons Column B sets forth a list of Titles of Books or Documents Column C sets forth a list of Ideas or Policies In the spaces at the left of each name write first the number of the item in Column B and second the letter of the item in Column C which you associate most with each person

COLUMN A

- ____Copernicus
 ____Metternich
 ____Napoleon
 ____Montesquieu
 ____Necker
 ____Newton
 ____Locke
 ____Rousseau
 ____Adam Smith
 ____Voltaire

COLUMN B

- 1 Principia
 2 Social Contract
 3 Wealth of Nations
 4 Of Civil Governments
 5 Letters on the English
 6 Revolution of the Heavenly Bodies
 7 Spirit of the Laws
 8 Compt Rendu
 9 Code
 10 Carlsbad Decrees

COLUMN C

- A Natural Rights of Man
 B Universal Gravitation
 C Criticism of the Church
 D Heliocentric Theory
 E Suppression of Opinion
 F Free Economic Enterprise
 G Separation of Powers
 H Supremacy of Parliament
 I Need of Financial Reform
 J Influence of Roman Law

- 4 The following are brief descriptions of leading personalities in the fields of history we have studied so far this term. The names are among those in the list below. Write the letter of the name of each person in the space before the description.

W Achmed Soekarno	B Cecil Rhodes	C Chiang Kai shek
X Commodore Perry	E Edward Grey	F Emperor Mutsuhito
G Folke Bernadotte	H Ismael Pasha	I John Hay
J John Simon	K Leopold II	L Mahatma Gandhi
M Otto von Bismarck	N Paul Kruger	O Rudyard Kipling
P Sun Yat-Sen	Q Theodore Roosevelt	R Theophile Delcasse
S Tzu Hsi	T Yuan Shih Kai	

- _____1 I sought a termination to hostilities between the Arabs and the Jews, but assassination ended my efforts
- _____2 Although a physician, I became the leader of democratic nationalism in China and am now known as Father of the Chinese Republic.
- _____3 I have been the leader of the Indonesians in their struggle against the Dutch
- _____4 About my success in creating alliances, it can be said of me that I can juggle any number of balls in the air at once and catch them at any time.
- _____5 Alarmed at the policy of the Powers in China I formulated the "open-door" policy
- _____6 I went to Africa in search of health and found wealth in the form of gold and diamonds
- _____7 Although educated in England, I urged upon India a policy of non cooperation with the English
- _____8 With gifts and warships I persuaded the Japanese to open two harbors to American trade

Appendix VII. Multiple Choice

- 1 In the space at the left of each of the questions place the letter of the word or phrase that BEST answers the question
- _____1 In which of the following fields did the Greeks make a comparatively *small* contribution? A Architecture B Law C Sculpture D Philosophy
- _____2 Which of the following peoples *most* profoundly influenced Roman civilization? A Carthaginians B Gauls C Greeks D Etruscans
- _____3 Which of the following was the *greatest* contribution of Rome to Roman civilization? A A system of numbering B A system of farming taxes C A legal system D A system of grain doles
- _____4 In the study of the Middle Ages which of the following is the *least* important? A The growth of commerce and the rise of towns B The power and influence of the Church C The decline of feudalism and the rise of the king state D The growth of democracy and the rise of imperialism.

5. Which of the following *best* characterizes feudalism? A. Subjection of the nobility to the will of the people B. Ease with which a person could rise from one social class to another C. Subordination of the Church to the state D. Exploitation of the peasant class
2. In the space at the left of each of the questions place the letter of the word or phrase that **BEST** completes the sentence. Remember you are selecting the **NOT** item.
1. NOT a member of the Triple Alliance: A. Spain B. Germany C. Italy D. Austro-Hungary.
2. NOT a fundamental cause of World War I: A. Religious differences B. Imperialism C. International anarchy D. Secret alliances
3. NOT a result of imperialism: A. Decline of world population B. Frequent war C. Destruction of natural resources D. Racial hatred.
4. NOT an empire maker: A. Cecil Rhodes B. Paul Kruger C. Benjamin Disraeli D. King Leopold.
5. NOT an empire-breaker: A. Mutsuhito B. Lenin C. Juarez D. Nehru.
3. In the space at the left place the letter of the group which contains the *correct* responses
1. The use of large-scale production following the Civil War was helped by
1. foreign capital 2. Alaskan resources 3. immigration 4. Mexican oil 5. the Australian market.
A. 1,2 B. 2,3 C. 1,3 D. all E. 1,2,3,4
2. After the Civil War government aid encouraged economic expansion as shown in the case of
1. trucking 2. railroads 3. agriculture 4. aviation 5. power
A. 1,2 B. 2,3 C. 1,2,3 D. 1,2,3,4 E. all
3. The United States has entered the ranks of world producers because of its supply of
1. coal 2. iron 3. oil 4. timber 5. cotton
A. 1,2 B. 1,2,3 C. 2,3 D. 1,2,3,4 E. all
4. New Deal laws included
1. Minimum Wage Act 2. Clayton Act 3. Wagner Act 4. Hepburn Act 5. Social Security Act.
A. 1,3,5 B. 1,2,3 C. 2,3,4 D. 3,4,5 E. all
5. Labor was guaranteed the right to join unions of choice by
1. Wagner Act 2. Section 7aNRA 3. Smith Connally Act 4. Norris LaGuardia Act 5. Clayton Act.
A. 1,2 B. 3,4 C. 4,5 D. 1,2,3 E. 3,4,5
4. In each of the following groups three persons are classified correctly and one is classified incorrectly. On the line in front of each group write the letter of the name incorrectly classified.

- _____1 Musicians A Foster B Goethals C Gershwin D MacDowell
 _____2 Painters A Stuart B Whistler C LaFarge D Agassiz
 _____3 Novelists A Hawthorne B Cather C. Dewey D Cooper
 _____4 Scientists A Millikan B Einstein C Seward D Audubon
 _____5 Diplomats A. Hay B Sherman C Bullitt D Stimson

5 In each of the following groups one item does not belong with the other three In each case name the item which does not belong and tell what the other three have in common.

- _____1 A William Penn B John Smith C Roger Williams D John Winthrop

Explanation _____

- _____2 A Andros B Nathaniel Bacon C. Berkeley D Stuyvesant

Explanation _____

- _____3 A Northwest Ordinance B Navigation Acts C Intolerable Acts D Grenville Acts

Explanation _____

- _____4 A Sons of Liberty B Committees of Correspondence C Loyalists D Stamp Act Congress

Explanation _____

- _____5 A Mayflower Compact B Proclamation of 1763 C Declaration of Independence D Articles of Confederation

Explanation _____

6 In Column A there appear three names Two of these names relate to the one in Column B Underline the one which does not relate to Column B

COLUMN A

Rousseau Diderot Goya
 Copernicus, Carnot Galileo
 Desmoulins Duke of Brunswick Marat
 Robespierre Talleyrand Alexander I
 Austerlitz, Verdun Leipzig

COLUMN B

Voltaire
 Newton
 Mirabeau
 Metternich
 Trafalgar

7 The following refer to developments in the United States In the space at the left place

- A if it is in harmony with ideas emphasized chiefly by Hamilton
 B if it is in harmony with ideas emphasized chiefly by Jefferson
 C if it is contrary to the ideas of both men

- _____1 On the whole the powers of the federal government have been interpreted in a manner which has extended its powers greatly permitting it to do many things which are not expressly mentioned in the Constitution
 _____2 On the whole public education has become the concern of the states and the opportunities for education have been widely extended
 _____3 The United States has become the leading industrial country in the world

- 4 On the whole, much political power has passed into the hands of the working classes in the cities
- 5 On the whole, the government of the United States has tended to become more centralized, with increasing power and authority belonging to the federal government
- 8 Below is a list of powers or functions of federal and state governments In the space at the left place
- A if it is chiefly a function or power of the federal government
- B if it is chiefly a function or power of the state government
- C if it is a function or power of *both* federal and state government
- D if it is a function or power of *neither* federal or state government
- 1 to tax the income earned by our parents
- 2 to decide who will vote in the presidential elections
- 3 to protect us from the threat of invasion by a foreign power
- 4 to control education
- 5 to limit freedom of the press
- 9 Below is a list of terms you would need to know in order to understand civic problems In the space before each of the terms place
- A if it relates to HOW OUR PUBLIC OFFICIALS ARE ELECTED
- B if it relates to HOW OUR POLITICAL PARTIES WORK
- C if it relates to HOW A CITIZEN MAY ENTER THE CIVIL SERVICE
- D if it relates to HOW A CITY BUDGET IS MADE
- E if it relates to HOW A GUILTY INDIVIDUAL IS BROUGHT TO TRIAL

On the line after each term, explain its meaning briefly

- electoral college _____
- state aid _____
- political machine _____
- merit system _____
- verdict _____

Appendix VIII Essay Questions

- 1 The French Revolution has been viewed by historians as
- A The transfer of power from the feudal nobility to the bourgeoisie.
- B The creation of a new world by the influence of new ideas.
- C An example of how revolutions are easier to begin than to end, and how they devour their best fruits
- D An agrarian revolt, whose primary purpose and result were to secure a more even distribution of land ownership
- E The inevitable result of the incompetence and selfishness of the kings of France and a catastrophe which might have been avoided had there been better kings

Explain each of the interpretations of the Revolution given above, presenting such evidence as the historians would offer to support their interpretations

2. You find the following books in the library (all titles imaginary).

- A. "Isaac Newton, Father of the French Revolution"
- B. "The Bourgeoisie Wishes to Be Something"
- C. "Writers Who Made a Revolution"
- D. "The Extravagance of Marie Antoinette"
- E. "The French Peasant in the Eighteenth Century"
- F. "The Divine Right to Rule Wrong"

Which of these books would you pick as most likely to give the best account of the basic reasons for the French Revolution? Summarize what you would expect to find in that book. Summarize what you would expect to find as the contents of three of the books other than the one you selected as most basic.

3. Here are a number of titles to magazine articles dealing with the French Revolution:

- THE THIRD ESTATE DEMANDS IMPROVEMENTS
- THE PHILOSOPHERS INFLUENCE THE PEOPLE OF FRANCE
- THE FRENCH REVOLUTION ACHIEVES REFORMS
- THE FRENCH REVOLUTIONARY LEADERS MEET DEATH
- THE FRENCH ORGANIZE A NEW GOVERNMENT FOR FRANCE

Explain what may be found in *three* of these articles. Indicate why the conditions or events you describe helped bring about the French Revolution.

4. The following headlines may have appeared in the newspapers recently. For each of *four* of the following summarize the story behind the headlines

- A. SENATE DEBATES M.V.A.
Cites success of T.V.A.
- B. STEEL INSTITUTE INDICTED
Price fixing charged
- C. TAFT-HARTLEY LAW UNDER ATTACK
Murray and Green opposed
- D. HEARING BY P.S.C.
Witnesses denounce L.I.R.R.
- E. RAILROAD RATE INCREASED
I.C.C. votes 1 cent per mile
- F. INDUSTRIALS DECLINE SHARPLY
S.E.C. prevents repetition of 1929

5. The following headlines could have appeared in the newspapers from 1750 to 1850. Select any two of these headlines and for each of them write the news article (about 50 words) which would appear under the headline.

- A. WOMEN OF PARIS MARCH ON VERSAILLES
- B. THE KING IS DEAD. LONG LIVE THE REPUBLIC.

- C NAPOLEON RETURNS DIRECTORY AT END. NEW GOVERNMENT FORMED
 D POWER LOOM INVENTED COMPLETES SERIES OF TEXTILE MACHINES

6 The following headlines might have appeared in the newspapers of May 5, 1821

- A NAPOLEON, SYMBOL OF REACTION, DEAD AT ST HELENA
 B NAPOLEON, TRUE SON OF THE REVOLUTION, DIES at 52

Select *either* headline Write a 200 250 word article which includes at least *three* arguments to prove the point made in the headline.

7 *Soldier, Young Soldier*

(The answer of a young soldier on being asked what would be his pleasure when the fighting is over—reprinted from PUNCH, a London magazine.)

I'd like me to feel when the job has been done
 We'd all had a hand in the peace we have won,

That all of us strong by the pattern of war
 May build for the future as never before.

I'd like me to feel that all over the world
 A just flag of freedom was flying unfurled,

That none of the nightmare was really in vain,
 That none of the nightmare need happen again

In connection with two of the above couplets, state the problem involved and outline your proposals for solving the problem.

8. You have seen the following slogan on posters and heard it on the radio 'Freedom Is Everybody's Job'

- A What do we mean by the term freedom?
 B How can we preserve and improve our freedoms here in America?
 C Why should we be willing to accept limitations on our freedom?

9 The following joke is very popular in Western Europe. Read it very carefully In a few sentences tell the idea behind the joke. Explain its meaning

An American workman visiting Berlin was being shown around a Russian factory "To whom does this plant belong?", he asked the guide, 'To the workers,' the Russian replied. "And whose cars are those outside?", the American asked. 'They belong to the bosses,' the Russian answered

Sometime later the Russian repaid the visit and the American showed him around a factory in Detroit. "To whom does this place belong?", the Russian asked. "This belongs to the bosses," the

American explained. And all of those cars outside? , the visitor inquired Oh, they belong to the workers '

- 10 During the years of the Nazi Regime the schoolteachers of Germany took the following oath to Hitler

We will Adolf Hitler so train the German youth that they will grow up in your world of ideas in your purposes and in the direction set by your will That is pledged to you by the whole German system of education from the common school to the university

- A What purposes of education in a dictatorship are revealed in the oath quoted above?
 B Contrast these purposes of education in a dictatorship with the purposes of education in a democracy
 C Prepare a brief oath which your Civics Teacher can pledge to the President of the United States Include in it what you would consider the teacher's main job in a democracy like ours

- 11 The exercise of the right to vote is one of the highest privileges and duties of citizenship —Governor Lehman in a proclamation from the State Capitol dated October 10 1942.

- A List and describe three privileges of American citizenship other than the right to vote
 B Show how each of the privileges mentioned before involves a duty or responsibility for every American citizen

- 12 Napoleon once said of China There lies a sleeping giant. Let him sleep, for when he wakes he will move the world.

- A Explain how foreign powers were responsible for the awakening of this giant.
 B What effects did this awakening have on the Chinese people?
 C Show how the awakening has moved the world

- 13 If a balance sheet is struck and the rhetoric of the Fourth of July celebrations is discounted if the externals of the conflict are given a proper perspective in the background then it is seen that the American Revolution was more than a war on England It was in truth an economic, social and intellectual transformation of prime significance—the first of those modern worldshaking reconstructions in which mankind has sought to cut and fashion the tough and stubborn web of fact to fit the pattern of its dreams

Beard and Beard— Rise of American Civilization
 By summarizing its results show how the American Revolution was not only a political but a social and economic revolution as well

- 14 Here are two statements current in the France of the 17th and 18th centuries

Louis XVI 'L'Etat C'est moi (I am the state.)
 Marseillaise 'Allons enfants de la patrie le jour de gloire est arrivé (Arise children of France the day of glory has arrived)

- A Discuss the conditions in France at about the time each of these statements was made

B How accurate would each of these statements have been if they had been made at the end of the French Revolution just before the rise of Napoleon to power?

15 In the Presidential Election of 1948 the Taft Hartley Act loomed as one of the pivotal issues

Harry S Truman had this to say The Taft Hartley Act is an instrument for union busting by anti labor employers'

Thomas E Dewey had this to say Over the plaintive complaints of a helpless administration the welfare of labor and the whole of our people has been advanced As a result the overwhelming majority of our people approve the law

A Explain why organized labor thought that it had received a setback in the Taft Hartley Act

B Explain why some people thought the Taft Hartley Act was necessary for the country's welfare

C Explain how and why labor's bargaining power improved in the 35 year period prior to the passage of the Taft Hartley Act.

16 We have just finished another election campaign and once more watched American Democracy in action During the election the following terms were used in the newspapers Define 10 of these terms in not more than one sentence for each

primary	petition	short ballot	convention
nomination	platform	plurality vote	gerrymandering
citizenship	referendum	poll tax	campaign
party machine	majority vote		

17 A cartoon shows John Bull as the father and Canada as the small son The son stands on a number of boxes piled one on top of the other The boxes are labeled Dominion Status Canada says Now I'm as big as Daddy

A Explain this cartoon

B Compare England's treatment of Canada with her treatment of Eire or India as to methods and results

18 The following cartoons were popular in the past Select any three and for each one selected give the approximate date when it appeared Explain the significance of the cartoon

A A very thin man wearing ragged clothes bears on his back three other men—one is a nobleman the second a bishop, and the third a monarch.

B The third estate is shown awakening from a long sleep casting off its chains and terrifying the other two estates

C A group of people walking in a street of Paris stop to watch a cart with men and women going by

D Napoleon is shown on stilts One stilt is in Spain the other is in Russia They are beginning to crack and Napoleon's scepter and crown are beginning to fall off

- 19 Today our country faces many important problems. Among them are
 Keeping our government free from corruption
 Preserving our civil liberties
 Eliminating racial and religious prejudice
 Maintaining friendly relations with other countries
 Choose *one* of these topics and discuss it. Be sure to include
 A Why is the problem important?
 B What are the causes of the problem?
 C What is being done to solve the problem?
 D What else do *you* think should be done?
- 20 'What to do with Germany' is no longer just a question to be debated. We must formulate immediate conclusions as to the following. What kind of peace shall we impose upon Germany? Shall it be a tough peace or a soft peace? Were we too lenient or too harsh with Germany at the end of the First World War? In a paragraph of about 200 words give your answers to the above questions. Your answers will be rated on the soundness of your reasoning, the facts you marshal to support your opinions and the interest and style of writing.
- 21 Imagine that you are a leading diplomat in the years from 1815 to 1850. Write a brief letter to Trygve Lie, Secretary General of the UN, indicating how he could use the experiences of your days to meet present day problems. Include the lessons to be learnt from the Congress of Vienna, from the Period of Reaction.
- 22 When, many years after his death, the body of Napoleon was brought back from St. Helena to Paris there was general approval in the French press. However, some editors opposed the veneration of the Emperor, and did not approve the making of his tomb into a shrine. Write an editorial either approving or disapproving a policy of veneration. Base your editorial on an evaluation of his contributions to France, to Europe and to the world.
- 23 At a round table discussion on Imperialism, the following arguments were presented
- | <i>For</i> | <i>Against</i> |
|--|---|
| 1 The backward people are not justified in occupying an area if they do not use it. | 1 Imperialism has slowed up progress by impoverishing two-thirds of the world's population. |
| 2 That there is a difference between 'superior' and 'inferior' people, that natives are not as efficient as citizens of the mother country | 2 Imperialism has never benefitted the colonial peoples but only the mother country |
| 3 That colonies are needed for surplus population, source of surplus manufactured goods, surplus capital | 3 Imperialism benefits only a small group in the mother country |

Set forth your opinion in connection with four of the above arguments either for or against imperialism, citing illustrations from imperialist efforts in Africa, the Far East and the British Empire

- 24 A Town Meeting has been planned on the subject. "Do Colonies Pay?" During the course of the discussion the following arguments have been presented to support a "Yes" answer to the question

- A Colonies furnish a safety valve for overproduction at home.
- B Colonies are needed as sources of raw materials
- C Colonies create a profitable trade bringing wealth to the mother country and enriching everyone at home
- D Colonies furnish profitable places for investment of surplus capital.
- E Colonies are essential for self-protection especially during war-time.
- F Colonies permit the superior European countries to take up their "white man's burden" with respect to hitherto underdeveloped areas of the world.

As to each of four of the preceding arguments for imperialism, state your opinion as to its truth or falsity Give specific evidence and illustrations to substantiate your conclusions

- 25 *The Case of the People of France against Napoleon*

Date December 1815

Place A courtroom in Paris

Charges in the indictment

- 1 That Napoleon undid the work of the Revolution in France
- 2 That Napoleon retarded Europe's progress for a generation

Answer A or B

- A You are the prosecuting attorney Prepare the statement you would present to the jury to prove the truth of the above charges against Napoleon
- B You are the defense attorney Prepare the statement you would present to the jury to prove Napoleon's innocence of the above charges

- 26 Joe I am working as hard as I can Here is the \$60 wages for this week

Wife But, Joe, this is not enough to make ends meet these days with high prices

Joe What can we do? Do you think I ought to join a union?

Wife Our neighbors say that the best thing to do is to join a consumer cooperative

Joe I think the government ought to do something about this I'm writing a letter to our Congressman

- A Discuss at least one difficulty each of the three agencies must meet in order to help Joe and his wife
- B Give two reasons to explain why Joe's wages have been increasing since 1940

The responsibility for good instruction in the Social Studies is one that must be borne by every teacher and every supervisor in this field. There is *no one way* to teach a good social studies lesson for teaching is an art, and to a large extent depends on the dynamic personality of a teacher, his scholarship and teaching philosophy. There are, however, as suggested in the preceding chapters, certain accepted standards, and established principles, which if used, will contribute to the making of a well rounded and effective lesson.

It is hoped that the following notes, collected from the records of actual observation reports, will emphasize some of these practices and principles as they apply to such basic elements as classroom administration, the teacher as a personality, methods of teaching and the work of pupils. In one sense these observations made by supervisors repeat in a somewhat different form the principles already outlined. Sometimes the important principle is conveyed by words of praise for the teacher, at other times the teacher is checked for failure to use good practices, and suggestions are given in the hope that faults will be recognized and corrected.

1 CLASSROOM ADMINISTRATION

Good classroom management has as its primary aim the setting up of effective working conditions

A "Why not train pupils to clear desks of books, lunches, and thus to ready themselves for action?"

B "Supplementary material, including graphs, charts, reference books were ready for use"

C "Without the loss of a moment's time, the attendance had been taken, homework checked, the assignment motivated, and the new lesson launched"

D "The teacher has shown commendable improvement in those classroom techniques that help to improve discipline for example, directing the pupils to copy homework immediately on entrance into the room started them off quietly, requiring all youngsters to put pencils down at the same time and pass papers with precision observed difficulties, the teacher achieved better control over the whole situation during the class discussion because he moved around the

room rather than merely remaining in the front, proper timing of the lesson so that every minute was filled with desirable learning activities prevented the idle moments during which disturbances can arise"

E "The plan of reseating pupils at the end of the first marking period is an interesting device. The idea of giving each pupil a different point of vantage in the room from which he will have a different 'climate of opinion' is a technique which might be used by others"

F "The routine of this lesson was so well planned and carried out that there was a maximum of time for consideration of the work at hand. The assignment of boardwork was begun promptly, the youngsters moved to their tasks with alacrity that indicated training, unfinished business was disposed of while the boardwork was being prepared"

G "Administrative details and the routine of the lesson were effectively mechanized so that a maximum of time was left for consideration of the assigned problem. Assignment sheets were quickly distributed, board work problems that had been previously prepared on library cards were given to designated pupils, and unfinished business was disposed of while the boardwork was being prepared"

H "Your control of the class has increased tremendously. This time there was no calling out of the answers nor were there any 'asides' to one's neighbors. You have solved the problem of chorus answers by having no leading questions nor those requiring one word answers. The class was a little slow in getting to order but apart from that there was the decorum necessary to democratic discussion"

I "The teacher, intent upon her questioning, seemed unaware of these things (previously described). The remedy is not to stop the lesson in order to discipline, but rather to make the lesson all the more interesting and stimulating and at the same time to discipline if necessary. Just as a pianist must learn to read notes and play with both hands simultaneously, so must the teacher be able to carry on numerous activities requiring alertness and thought at the same time. It is possible to ask a good question, motion a child to his seat, take a rubber band out of the hand of a mischievous boy and then call on a somewhat inattentive pupil, all within the same minute, harmonizing each action by giving it its appropriate emphasis. When each of these is done artistically, then the teacher too is an artist"

J "At times the classroom discipline was not all it should be. This could have been obviated by several things: (1) make sure to have the attention of all pupils before proceeding; (2) insist that pupils stand and face the class and speak in tones that can be heard; (3) insist that pupils enter the room in an orderly manner; (4) do not repeat the question once it has been clearly presented"

K. "At times the discipline in the room was not all it should be. To correct this situation I suggest that the teacher try the following —

1 Speak less rapidly and with more use of the 'dramatic pause'. Make certain that you have the attention of every youngster before proceeding.

2 Insist that pupils enter the room in an orderly fashion. Insist also that the lesson end and pupils pack books at the command of the teacher rather than at the sound of the first bell.

3 Textbooks and notebooks should not be opened or shut aimlessly but at the request of the teacher, for a purpose. The instructor should make it clear that it is unfair to those who are reciting for others to make unnecessary noises.

4 It is sometimes wise to call on particular pupils not so much for the purpose of drafting an answer as to test their attentiveness. Whatever method brings wool gatherers into active participation is worthwhile. A knowing look, mentioning the name—anything that shows the teacher is alive to all that is going on in the room helps to inhibit distracting childish playfulness.

5 Make your physical presence felt in all parts of the room.

6 Have youngsters stand and face the majority of the class while reciting.

7 Routinize mechanical details such as distribution and collection of papers.

8 When the necessity for disciplining a student arises, it could be done by a series of graded admonitions, but under no conditions should the offender be sent to the front of the room where in view of all he may continue his antics.

9 The teacher makes it his practice never or rarely to repeat a question once it has been deliberately and clearly presented, and never to repeat pupils' answers unless it can be done by other pupils for emphasis.

10 He calls on a greater proportion of the class especially on those whose attention seems to be wandering.

11 Unless he is quite sure of his mastery of the class, he does not permit himself the luxury of colloquialisms or slang for dramatic interest.

L. No social studies realia of informative and inspirational quality was displayed so that the room had no earmarks of a social studies room."

II THE TEACHER

The teacher should be a guide not a dictator, an artist not a mechanic, a scholar and a philosopher not a collector and repeater of facts.

A "You displayed an understanding of pupil psychology when you made it appear that they rather than you were developing the lesson through such as 'Let us work this out together Do you think this is the problem to be considered?'"

B "Your quiet understanding attitude has developed a fine classroom rapport."

C "The class was orderly, attentive and cooperative throughout the lesson, due in large measure to the poise, self control and dignified friendliness of the teacher Her words of encouragement to the slow youngsters when she returned the test papers should go a long way towards winning continued cooperation and spurring extra effort."

D "The teacher must not wear his irritated heart upon his sleeve, as it were, and must manage to smile occasionally After all, these youngsters are not your enemies, and if they are slow, they are nevertheless the best their parents have to send us Our job therefore is to find the proper approach, and it is important to remember that a strong appeal can be made through the value of the subject matter rather than through the imposition of penalties "

E "There is no doubt that the teacher has achieved great skill in the question answer-development technique. Perhaps it is now appropriate for him to try other procedures occasionally The master teacher is one who can artistically apply the method which is most appropriate to the content of the lesson."

F "The energetic presentation, the friendly approbation of work done, a fine sense of humor, a firm but friendly class control created an atmosphere conducive to good learning "

G "At one point a youngster asked a question concerning some minute technical point in sugar production and the teacher directed the pupil to a book on the subject and an encyclopedia, admitting modestly at the same time her own limited knowledge of the subject. Such an admission coupled with directions to the student is often desirable educationally because it gives him the feeling that the teacher is only a guide and learning does not end with the classroom "

H "On several occasions when the knowledge required was beyond the scope of the class, the teacher answered the problem, and on one occasion he stated with humility that he was not certain of the details of the answer There is no doubt that this atmosphere of free questioning was a high tribute to the teacher's courteous manner and sincere interest as well as the students' confidence in his scholarship "

I "The eagerness of this geography class to recite, their excellent responses, their penetrating questions were evidences of their interest. The reasons for it are obvious—you radiate happiness and your enthusiasm is unquenchable. You throw out questions with an inter-

esting touch. You know how with a smile to ease the tension and how by encouragement to win cooperation."

J The teacher should be very careful to correct egregious errors. One youngster called President Roosevelt a 'dictator' and was not cross examined nor was the statement clarified. It is one thing to show tenacity or courage or to be voted power to reorganize federal bureaus or be granted great emergency powers by a democratically elected Congress—and quite another thing to be a dictator. If our young people use polemical labels loosely, they may not recognize dictatorship for what it really is. Two or three pointed questions from the teacher would have been enough to lead the boy to reflect and analyze how thoughtlessly he had fallen into the use of word labels. For example —'Would we be discussing the election of 1940 if Mr. Roosevelt were a dictator? Give reasons. How many political parties are there in Russia, in Germany, in the United States? Why the difference? What proof have we here in the classroom that we are not living in a dictatorship?'"

K One reason for lack of attention may have been due to the teacher's voice which was too loud and showed no modulation.

L The teacher of the social studies must never relax his vigilance against glib acceptance of vaguely understood or misunderstood social concepts. A youngster may repeat "freedom of speech and freedom of the press" many times, yet to him these may be mere verbalisms without any basis in reality. Despite our anxiety to get ahead and cover ground, we must always insist on examples and explanations imbedded in the students' own experiences.

M Despite the fact that the class was interested several pupils requested that the teacher repeat questions. This was no doubt due to the teacher's rapid speech. Historical terms are not easily understood, especially by young pupils and reflective thinking requires time to weigh evidence."

III TECHNIQUES OF TEACHING

A Motivation—To what extent can we create a climate of urgency and dynamism so that pupils will be interested and thus motivated?

1 The cartoon presented to the class was meaningful, provocative and timely. The effect on the class was electric. Everyone was interested and wished to interpret its implications and thus the interest was directed to the assignment.

2 The best feature of this lesson was the dramatic motivation for by tying it up with the experiences of your pupils you accomplished the aim of your lesson.

3 There was no attempt to motivate this lesson. How many pupils are interested in the fact that tomorrow we will continue the study of the problem of the tariff?

4 "The cartoon presented to the class (Napoleon's ghost talking to Hitler) was meaningful, provocative and timely. It was beautifully copied and large enough to be seen by all. Everyone was interested and wished to have a voice in helping interpret its implications. This interest was channeled into the direction of the day's lesson."

5 "The teacher appreciates the need for motivation but lacks the skill in making his motivating question an intrinsic part of the lesson. A superficial examination of a current problem does not ipso facto interest pupils in an understanding of a past problem unless the motivation establishes the clear relationship."

B The Assignment—The assignment may well be called the backbone of the lesson.

1 "The assignment was pedagogically perfect. It was clear, definite, challenging and motivated. There was provision made for the brighter pupils in the class."

2 "The assignment was a logical as well as psychological one for it arose out of the discussion."

3 "The assignment on postwar planning had been given several days in advance of the recitation so that pupils had ample opportunity to visit the library. The class participation in planning this assignment was excellent for through such questions as 'Why should we study this problem?' 'How shall we proceed to gather information?' 'What phases must we consider?' The class planned its work and learned the technique of a good assignment."

4 "There is little value in giving an assignment in terms of pages to be read or a topic to be discussed unless the class knows why the topic is to be studied. It is therefore a good idea to have the class help plan the assignment."

5 "A large proportion of this class did not seem to have prepared any homework, nor was any assignment given for the following day. It is very necessary that our pupils be given a clear, definite, appropriate and meaningful assignment and it is equally necessary that their homework be checked either by means of short objective tests, boardwork, direct inspection, or any other efficient device."

6 "An old adage may be adopted to the effect that 'too much ventured, too little gained.' It may caution you against attempting to give an assignment that covers too much and thus sacrifices clarity, understanding, and appreciation."

7 "Can some method other than that of copying assignments from the blackboard be used? This method took valuable time out of the class discussion. Possibly a well planned mimeograph assignment sheet could be used. This method should not be used in an automatic manner so that motivation and pupil planning will be sacrificed."

8 "The assignment was pedagogically perfect. A study of the transportation facilities of a section is worthwhile, and it was clear,

definite and well motivated. There was also provision for the bright youngsters in the class. Several methods were suggested for obtaining from community sources the information called for in the assignment. Such assignments no doubt contribute to the excellence of preparation on the part of a number of the youngsters."

C *Questioning*—*The young teacher who seeks to 'hitch his wagon to a star' may well remember that the "art of teaching is the art of questioning"*

1 "Although the lesson dealt with material of a factual nature, you did not permit the lesson to become a rehearsing of the textbooks. Your constant challenging questions, 'Why was that so?' 'What conclusion do you draw?' 'What proof do you have?' guided pupils in the learning process."

2 "The whole atmosphere of the class was one of calm thoughtfulness and alertness. This was due in no small measure to the fact that the teacher was imaginative, challenging and thought provoking in his questioning. Throughout the lesson every potential verbalism was met by the questions 'What do you mean?' 'How do you account for that?' 'How do you explain that?' Furthermore, such questions as the following are excellent because of their appeal to the imagination, because they present problems to be solved, because they require the drawing of inferences, and because they followed logical continuity, '(1) Imagine you were a French peasant and fell asleep in 1750, if you awoke 100 years later in 1850, why would you be more at home in Russia than in France?' '(2) The peasants of France became conservative when they were given land. Why didn't the Russian serf react in the same way?' '(3) You are a peasant, how can you convince a nobleman that it would be to his advantage to give up some of his land?' The teacher's undoubted skill in questioning should soon make him a master craftsman, for as DeGarmo put it, 'To question well is to teach well. In the skillful use of the question more than in anything else lies the fine art of teaching, for in it we have the guide to clear and vivid ideas, the quick spur to imagination, the stimulus to thought, the incentive to action.' This type of work bore immediate fruit in the really intelligent questions asked by the youngsters, such as 'Russia seems so big, wasn't there free land there?' 'Why would labor be liberal?' 'Do radicals come from any one class?' 'Russia had no technicians, how could she become industrialized?'"

3 "There were perhaps a dozen pertinent questions asked by the students themselves. Several of these, which were significant, the teacher turned over to the entire class for consideration. This multitude of pupil-questions attests not only the interest of the class but also the teacher's attitude of encouraging students to voice them."

4 "Your questions gave a dynamic and personal touch to the lesson that might easily, in the hands of a less skilled teacher, become

a mere recording of facts, for example, 'If you had been a newspaper reporter in the United States in the 1840's and had been writing a series of reports on 'life in the United States' what problems would you have reported?' 'Why?'

5 "Such questions as the following are too indefinite and ambiguous 'What do you think of our chances of having a dictator? How about ideas concerning religion?' Do you recall that when you asked 'How about Hague in Jersey City?' the youngster you called on retorted, 'What about him?' A good question should be simply stated, direct, definite and clear in meaning as well as thought-provoking. For instance, instead of the last question mentioned above, you might have put it in this way —The Civil Liberties Union has called Mayor Hague a little dictator. Do you think this is true? Why? or A journalist recently likened Hague to Hitler. Why? Do you think this comparison fair?"

6 "Almost every question began with 'What,' thus calling only for short factual answers. Furthermore, the sequence of the questions suggested no particular conclusion. As a result of twenty questions, the pupils could identify a debenture bond, an income bond, a mortgage bond, and so forth, but they were not made aware of the reasons for or use of this knowledge. A suggestion since you meant to review corporate organization anyhow, it might have been a good plan to organize the class into a corporation, proceed to float bonds, sell stocks of various sorts, compete with other firms, go bankrupt and finally liquidate the business."

7 "For a considerable portion of the period there was too tense an atmosphere. Considering all elements, I am inclined to feel that this was in large measure due to the rapidity of the questioning. Rapid and incisive questioning very often puts vigor into a lazy and wandering discussion, yet I think we should consider the validity of Yamada's statement in his 'Study of Questioning' that 'Any demand for speedy reactions deprives the child of time for suspension of judgment and weighing the evidence *pro* and *con*, it prevents him from appealing to concrete experience latent in his mind, but encourages him to accept any suggestion and to react at random.' Near the end of the lesson when you paused, asked the question, then paused again before calling on a student, the results were much better."

8 "The teacher's questions, though in themselves generally challenging and problem solving in type, were not utilized to elicit fully developed answers. Too often when student contributions were meager, there was insufficient follow up and cross-examination to produce a meaningful and well rounded picture. For example, the teacher asked, 'France was better off than the rest of Europe, yet the Revolution occurred in France. Why?' An excellent question

But all that emerged in response was that in France the bourgeoisie were rich, literate and powerful. The teacher stated, 'The 18th century has been called the Age of Voltaire. Why?' The answers here too did not approach the possibilities of the question. When the youngsters do not see the implications and the continuity involved in a broad question, it is necessary for the teacher to ask several smaller questions and sometimes even a leading question, never forgetting to tie up the points thus elicited with the big question."

9 "It is not only necessary that the pivotal questions concern themselves with important aspects of the lesson, but also that they be sequential if they are to result in a unified, coherent picture. This lesson seemed discursive chiefly because the class was not confronted with a definite task, a recognized objective on which their attention was to be focused. In 'How We Think' Dewey suggests that where there is no question of a problem to be solved or a difficulty to be surmounted, the course of suggestions flows on at random. But a question to be answered, an ambiguity to be resolved, sets up an end and holds the current of ideas in a definite channel. The teacher's questioning would be much improved if he first set up desirable attainable aims for each lesson preferably in the form of a problem, and then if he asked himself in order to test the quality of each question, 'Does the answer to this question directly contribute to the understanding of the problem as a whole?'"

D *Reviews and Drills*—*To be learned well material must be mastered and thus reviews and summaries become an important part of teaching techniques*

1. "The steady insistence on accuracy, on correct use of previously learned information, on medial summaries were constant values that made this lesson so worthwhile."

2 "Your insistence on a careful summation of the lesson is teaching these pupils to organize a topic and see the problem as a whole unit."

3 "Might it not have been more stimulating to have reviewed the subject by some new approach rather than to have repeated the factual material in the order learned? For example, the class might have undertaken the drawing of a chart which would illustrate graphically the rise and decline and fluctuations in revolutionary spirit, or the whole era from 1800 to 1825 might have been treated from some new view, such as consideration of the events in Europe as reflected in events in the United States for the same period, or a comparison with events in Europe today, or perhaps the approach might be through a series of illuminating quotations about Napoleon."

4 "A drill on information is a repetition or reclassification of known material for the purpose of strengthening the bonds of memory. To be carried on most effectively, it should call for definite, exact,

rapid, almost automatic responses. The tempo of this lesson and the slow, deliberate voice of the teacher were therefore not in keeping with the spirit of drill. The teacher should try to maintain a brisk manner and a swift pace through such a lesson, if necessary quickly calling on another student if the first one hesitates too long with his answer. After all, the purpose here is to cover ground already familiar rather than to develop new understandings. In this respect a drill lesson differs from developmental socialized recitation."

5 "A lesson with as strong a beginning and body as this lesson deserved a strong final summary. A thought problem to which pupils would have applied their information would have afforded these pupils an opportunity to appreciate their achievement."

6 "A very worthwhile learning experience would have been 'finished' in the sense that a good painting or musical recital is finished, if a final exercise in the form of a clinching summary had been included instead of letting the bell bring a good lesson to a discordant conclusion."

E *The Use of Visual Aids*—*Visual aids stimulate the imagination and facilitate the association of theory and practice*

1 "In this slow class the cartoon on the board served many purposes. It utilized the ability of the boy who had copied it, motivated the lesson, unified the discussion and made the work vivid."

2 "The lesson was especially stimulating because of the excellent use of illustrative material. The teacher's graphic description of the Sumner Butler incident, his use of the map showing the line up of Northern and Southern states, his statistics on the anti slavery vote in the elections of 1852 and 1856, and his quotations from Jefferson Davis and Emerson, all helped to bring about rapt attention and widespread participation. Incidentally, the teacher might want to try in the future actually reading to the class a part of Sumner's speech on 'bleeding Kansas' or perhaps an appropriate verse or two from Benet's 'John Brown's Body'."

3 "The bulletin boards displaying pictographs on labor conditions in the United States and charts on how a bill becomes a law, are worthwhile aids. The quotations from Wilson, Jefferson and Roosevelt, posted in front of the room, contain inspirational material that the youngsters might memorize."

4 "The lesson was alive—questions were challenging, and the pictures and charts made the work clear and vital."

5 "More lasting results both in the retention of information and in the permanence of concepts could be achieved by the use of visual rather than exclusively auditory appeals. A time line could have been used to show chronological span and circles could have indicated the increasing portions of people who were granted the right to vote in England."

6 "It was unfortunate that the subject was dealt with in a rather abstract manner. Illustrative material would add greatly to student comprehension and afford them a livelier picture of the times. Also, a bit of poetry sung by the troubadours, the story of Tristan and Isolde, a letter by a medieval student, or even an explanation of how the word chivalry was derived from the Low Latin (*caballus*) and is found in the French, Italian and Spanish languages as well as English, might have made the lesson vivid."

7 It is very necessary with a class of this caliber to vary the type of lesson at times, for instance, in addition to the question and answer procedure, employ the open textbook lesson, or reports by individuals or committees, or make a map or drawing etc. It is also essential that the teacher use materials that would visualize the subject at hand. In connection with this topic, understanding would have been deepened if such readily available material had been employed as

(1) a large blackboard map drawn freehand by teacher or pupil indicating the kinds of wood and the main forest regions of the United States,

(2) pictures of logging or the transportation of timber, or the clipping of pine trees for naval stores, or the manufacture of paper,

(3) samples of medical supplies or naval stores derived from trees,

(4) examination of Room 109 itself for concrete uses of lumber, or pointing to the house across the street, clearly visible to the whole class, and in process of construction."

8 "In this lesson where discussion was directed to the extent of illiteracy in Mississippi, use could have been made of pictographs in the publications of the Foreign Policy Association or the Public Affairs Committee which have graphically portrayed the gravity of this situation."

9 "The idea of using a series of maps for a lesson of this type was very appropriate, but there was one map—a basic one—missing. Before the class could understand how nationalism helped disrupt the Empire, they had first to comprehend the national forces at work. While using the maps—those of 1715, 1815, and 1922—constant reference was made to the "racial" or national make up of the people of the Austrian Empire, yet at no time did the pupils see a picture of the Empire which would show the relative geographic positions of the nationalities contained in it. Such a map sketched freehand by the teacher on the blackboard and labeled with the aid of the class would have aided greatly in placing the Czechs, Slovaks, Poles, Ukrainians, etc. in their relative positions and importance. It would also have helped provide a visual picture of this patchwork empire and explain its history right up to 1940."

10 "In the course of the lesson the teacher recommended several books on the World War to the class. Although these books may not

be easy reading for the youngsters, it was nevertheless noteworthy that a number of them jotted down titles and authors, indicating that they were probably being stimulated towards more purposive reading."

11 "Wherever possible use the blackboard for essential information, terms, dates, names, outline of ideas. For example in this lesson, a chart on the blackboard would have been helpful name of philosopher, works, ideas. This would have supplied pupils with tangible material for recall."

IV WORK OF PUPILS

Every effort should be exerted to make our lessons more student centered and less teacher centered

A. "The spirit of this class was excellent. It resembled an intimate group of friends who met regularly to discuss questions which interested them greatly. This was evident in the splendid way in which they conducted themselves when 'on their own,' and in their intelligent questions."

B. "An open text lesson is not a study period interrupted at ten-minute intervals by the teacher's philosophic questions. Supervised study should be either a demonstration of how to study or a period of analytical reading under the stimulus of the teacher's pointed questions. If the teacher is training the class in the art of study, then emphasis should be placed on the development of study skills: outlining, summarizing, getting the gist of a paragraph, using textbook aids, understanding the charts or pictures, etc. If the open text is being used as a source of minimum essentials for the lesson, then the teacher should present one question at a time and refer the pupils to the text for the answer, at times directing their attention to certain paragraphs. Ingenuous questioning can broaden the scope of such a lesson into a discussion beyond the narrow limits of the textbook itself."

C. "On several occasions the teacher neglected to make full use of student contributions. Not clearly grasped and inadequately phrased though they were, these contributions might have made possible a more natural growth of the lesson. Instead, the teacher superimposed her lesson plan with its prepared sequential questions. The lesson plan may well be in the teacher's mind as a blueprint, but it must not serve to inhibit her from making adjustments readily to suit the building materials supplied by the pupils towards the structure of the lesson."

D. "This was a highly socialized lesson, with a perfect audience situation, the youngsters listened attentively to speakers who were eager to convince, the class showed during the questioning period, which was all too short for them, that they were eager to participate

and to clarify each other's thinking. There was remarkable improvement over the previous lesson of this type in that youngsters evidenced a better groundwork of fact.

E "On a number of occasions the teacher asked the question, 'Any disagreement?' and received responses which indicated that the youngsters were accustomed to expressing differences and backing these with reasons. There were several good student-questions, which the teacher skillfully turned over to other youngsters for answer. Each of the teacher's pivotal questions was followed by sustained discussion in which several pupils participated. This procedure might have been even better had a pupil instead of the teacher summarized the discussion. Might it not be a good idea also to ask youngsters occasionally whether they agreed with a recitation, and if so why?"

F "Youngsters learn in the give and take of discussion. It is therefore essential that they be attentive to each other's recitations and contributions. If pupil contributions are used to build up a unified whole, the class will work cooperatively with the feeling that all are contributing to a common, final conclusion. When pupils notice that their recitations are listened to, criticized and then discarded and that finally the teacher gives her own statement of what is correct they are inclined to listen attentively only to the teacher's final judgment."

G "Many of the teacher's questions and instructions began with phrases like 'I want you to tell me' or 'I'd like you to...' with resulting emphasis on the teacher rather than the pupil as the center of activity. Socialization essentially suggests an atmosphere of cooperation in learning activity, and the youngsters must be made to feel that each is contributing his share towards the common purpose."

H "Pupils learn to do by doing. They learn to engage in discussion by discussing, they learn to use the map by using it, they learn to observe intelligently by actual observing. Why not permit the youngsters to improve on or elaborate each other's answers? Why not call on them to indicate rivers and dams on the map? Why not have the pupils themselves describe what they saw in the film?"

I "There seemed too great a proportion of teacher activity as compared with pupil activity, despite the fact that almost every student recited. The recitations for the most part, however, were not sustained, and the teacher instead of encouraging fuller answers or making use of student contributions for further elaboration and improvement on answers given, herself supplied the gaps with a running commentary. Pupils got the feeling that they were reciting for the teacher and once they supplied the correct cue would get a complete answer from her. A socialized recitation requires, on the other hand, that the teacher's questioning be of such nature as to make possible sustained answers and to encourage in students the ability to elaborate, improve and evaluate each other's work."

J "On several occasions the teacher answered pupils' questions when these could have been turned over to classmates for answers. He also evaluated all answers and made most of the summaries, thus obviously reducing the possibilities for pupil learning by increasing the proportion of teacher activity. For example, at one point he said, "In looking at a map of Africa the thing to notice is the territory circled in red, and that belongs to Great Britain." Why tell this to the class? Shouldn't the students be expected to know this, and if not, why not lead them to discover this information for themselves?"

K "It was a bit ironical to hear pupils talk about the advantages of "ejjication" to "this here feller" or "dem guys." Such egregious cases of mispronunciation as "axe" for "ask," "liberry" for "library" and "yeah" for "yes" should also be corrected."

L "The teacher may find it advisable to encourage students to take notes while the reports are being given, for then they will have not only a record of the contributions made but also a basis for questioning. This note taking might be facilitated by having the students who are reporting place a guidance outline of their work on the blackboard at the beginning of the period. It would also seem advisable to call on pupils to evaluate not only the historical materials in the reports but also the manner of presentation."

M "I would urge you to find ways and means of getting each pupil to do something during the period—an opportunity to recite, or to help in class room management, or to go to the board to outline the work or to summarize the lesson. Such contributions would both satisfy the pupil's need for "doing" and would round out the lesson." This department and this school are committed to the educational philosophy that "doing" pupils are learning. Let us tax our resourcefulness towards getting more pupils to participate."

N "As a further stimulus to fuller pupil participation, the teacher is urged to refer pupil's questions to other pupils for answers. This practice would train pupils to cooperate in solving a problem and would keep the center of gravity among the pupils where it belongs."

V OBSERVATION REPORTS

I *Purpose* An observation report is a record of some of the commendations and suggestions which the supervisor has made in the hope that the teacher will continue his use of noteworthy techniques which have been commended and will follow concrete suggestions for the improvement of his teaching. The written observation report should follow a conference between teacher and supervisor and should contain only basic commendations and recommendations. The conference with the teacher is, by far, more valuable than the written report—which is primarily a formal record of visitation. Of necessity it must be brief. Many supervisors regard them as of doubtful value.

in the improvement of instruction and consequently place great reliance upon informal conferences with the teacher. The conference gives the teacher a chance to explain his procedures to the chairman, and at the same time provides opportunities for a detailed discussion of the reasons for the weakness or strength of a given lesson.

II The form of the written report may vary depending upon such things as the requirements of a school, the tradition in a department, and the teacher-supervisor relationship. It may take the form of a term or annual report, or a single observation report. Under no circumstances, however, can it be substituted for a conference between teacher and supervisor. Below are examples of each type of report.

A Annual Report

- 1 Name of teacher _____ Name of Chairman _____
- 2 Visits of Chairman
 M H 121—November 19, 1949—Full period
 Topic Period of Reaction 1815 1820
 A H 211—May 12, 1950—Full period
 Topic Japanese conflict 1931 1941
- 3 Conferences with Chairman as to
 - a record of pupils in honor classes
 - b uniform examination questions
 - c visits of Nov 19 and May 12
- 4 Contributions to Department
 - a grade chairman—M H I—2 terms
 - b participation in department meeting April 1950
 - c assistance in counting regents papers
- 5 Contributions to School
 - a Faculty Advisor—Senior Frolic Day—Fall Term
 - b Faculty Advisor—Senior Class Night—Spring Term

Dear Mr. _____

The fine professional attitude, the scholarly approach, and the constant search for perfection that you take for granted we know to be rare. It is good for students to know a man of your integrity and decency and modesty withal.

You are doing a very good job in the classroom. Your lessons are motivated in its true sense—you not only arouse interest but that interest is sustained throughout the period. In one instance President Truman's statement that we don't want to live under a police state

sparked the discussion of the Metternich system and in the other a cartoon showing Japan as a genie uncorked by the United States introduced the problem of the relations between the United States and Japan before Pearl Harbor. There is excellent student response because the class is well prepared, many of the questions are challenging, the teacher lets the class do most of the talking and encourages interclass criticism. Only in a few questions and in your transitions were you inclined to be wordy. As to content and organization you are still feeling your way and thinking things through especially in A H 2 which you taught for the first time this term (and which sometimes seems overwhelming to me who has taught it more terms than I can count because of the tremendous mass of new material which has to be digested constantly).

As chairman of M H I both terms you had little help from your committee because of absence and other difficulties beyond your control. You therefore carried most of the burden and so deserve most of the credit for the very good examinations which were finally evolved. I thought your matching question this term on quotations from important documents in American history showed exceptionally good judgment in their choice and great diligence in finding them.

The Seniors have gotten you involved in their activities one way or another even though your outside activities leave you little time at present for co-curricular work. I know that they too appreciate it.

The chairman of our Regent's committee, reported that you were one of the two persons who stayed long after hours to help with such routine details as counting and packing the papers. You are always on deck when needed and that too is a precious quality.

It is hard to believe that you have been with us only two years for in that short time you have become one of the most valuable and valued members of the department.

Chairman

Copy to principal _____

Signature of teacher _____

B Single Observation Report

Date December 10 1948

Teacher _____ Period _____ Room _____

Class ME 281 Type of lesson Developmental

Aim of lesson To discuss the causes of the Revolution of 1917 in Russia.

Process by which aim is sought to be obtained

The lesson was developed by means of a quotation, pivotal thought questions, board outline and diagram. A careful examination was made of the poor conditions under the Czars, by means of a diagram, the teacher elicited from the class the information that all classes including workers, peasants, middle classes were opposed to the Czar by 1917. Following this, discussion was centered around the Kerensky Regime. Feb-Nov 1917

Commendations Commendable features of your work usually in evidence, were your poise, self-confidence, dynamism, careful planning. Pupils were attentive, interested

The development of the topic was logical and clear due to the good plan, clear board outline, good motivation, fine diagram and especially to the generally good questioning for example

"If the Czar gave land to the peasants why didn't they rally to his support?"

"How can you prove that the middle class when it came to a showdown, took a stand against the Czar?"

It was quite obvious that the aims of the lesson were very well achieved

Recommendations Even better results might have been achieved had you relied less on a few bright volunteers and called on more non volunteers, for whom a less intellectualized approach would have been more effective. Although many in the class were greatly stimulated a number of pupils must have found themselves unable to follow the trend of thought

Did you note the preponderance of one word answers as against the number of sustained answers? May this not have been due to your occasional tendency toward circumlocution and at times belaboring a question so that there was little for the pupil to say?

General Estimate

Very Good

Conference held

December 10, 1948

Teacher's name _____

The purpose of this bibliography is to invite the attention of Social Studies teachers to the important contributions in our field primarily during the last decade.*

Section A of this reading guide contains some of the best thinking on the Social Studies during the period 1940-1950. Several volumes of the American Historical Association's reports during the 1930's have been included because they are still basic to an understanding of Social Studies.

Section B is a list of those volumes in the field of education which are of interest to all teachers and to Social Studies teachers in particular.

Section C has been severely limited because any attempt to sample content—even lightly—would tax the space limitations of this volume beyond endurance. The few books which have been annotated, and others which are listed as recommended in American History and World History, will open a road to the vast literature of the social studies.

Section D is a list of source books which can be drawn upon to enrich lessons with quotations from original documents and contemporary accounts.

Section E lists sources of useful pamphlet materials.

Section F is a list of magazines of special interest to Social Studies teachers.

The Directory of Publishers, which concludes this reading guide, gives the addresses of those publishers whose books have been listed.**

A. THE SOCIAL STUDIES

American Historical Association, Commission on the Social Studies. *Conclusions and Recommendations*. Scribner's, 1934. 168 p., \$1.25.

The outcome of a very large number of special studies. Contains chapters on philosophy and purposes in education, materials of instruction,

*For a detailed bibliography of publications in the Social Studies, before 1941, see *Reading Guide for Social Studies Teachers* by Edgar B. Wesley. The National Council for the Social Studies, Bulletin Number 17, 1941. NCSS, Washington, D. C. A complete revision of this bulletin, prepared by Edwin Carr, was published in April, 1951 as Bulletin 26.

**A complete list of publishers' addresses may be found in the *Cumulative Book Index*

method of teaching, the teacher, tests and testing, public relations and administration

Anderson, Howard R, ed *Teaching Critical Thinking in the Social Studies* Thirteenth Yearbook of the National Council for the Social Studies, 1942. 175 p, \$2 (paper cover)

"A practical treatment of a commonly accepted commonly neglected, and poorly understood major goal of instruction Chapters on procedures whereby critical ability may be developed and on procedures to determine whether the goal is being reached

Beard Charles A *A Charter for the Social Sciences* Report of the Commission on the Social Studies of the American Historical Association Scribner's, 1932 122 p, \$1 25

Still stimulating and timely reading almost two decades after this document, really an essay, was formulated Comments on requirements of scholarship, social realities, and the climate of American ideas No scheme of instruction can vividly portray to pupils all the coming situations of their lives in which they must make fateful decisions (p 116)

——— *The Nature of the Social Sciences in Relation to Objectives of Instruction* Report of the Commission on the Social Studies of the American Historical Association Scribner's, 1934 236 p, \$1 75

Possibilities of using the scientific method in the social sciences are considered Valuable chapters on history, political science economics, and cultural sociology Necessity of keeping education abreast of social trends is emphasized

Bining, Arthur C and Bining, David H *Teaching the Social Studies in Secondary Schools* McGraw-Hill, 1941 378 p, \$3 75

A standard text. Worth looking into by experienced teachers who wish to vary procedures.

Bining, Arthur C, Mohr, W H, and McFeely, R. H *Organizing the Social Studies in Secondary Schools* McGraw Hill, 1941 337 p, \$3 75

A text which considers each of the traditional fields in the Social Studies curriculum including American History, European History, World History, Economics, Current Events etc Objectives and methods of realizing aims are discussed Also a chapter on correlation and fusion.

Clark, Harold F, ed. *Economic Education* Eleventh Yearbook of the National Council for the Social Studies 1940 166 p \$2.

Presents a wide diversity of views on how Economics should be taught, including arguments for Economics as a separate subject consumer approach, integration, functional curriculum, etc. Suggests use of visual aids in teaching the subject.

Hartley, William H, ed *Audio Visual Materials and Methods in the Social Studies* Eighteenth Yearbook of the National Council for the Social Studies, 1947 214 p, \$2 (paper cover)

Practical help for the teacher who wishes to make effective use of audio visual materials

Horn, Ernest *Methods of Instruction in the Social Studies* Charles Scribner's Sons, 1937 523 p Part XV of the Report of the Commission on the Social Studies

Especially suggestive are Chapter III on *What and How to Think*, and Chapter IV on *The Problem of Meaning in the Social Studies*

Hunt, Erling M, ed *Citizenship for a New World* Fourteenth Yearbook of the National Council for the Social Studies, 1943 186 p, \$2 (cloth)

Enough historical background to aid teachers in developing in pupils the necessity of international order in the modern world. Political, economic, and social aspects of a world at peace are considered An especially helpful chapter on "International Relations for Secondary Schools"

Johnson, Henry *Teaching of History in Elementary and Secondary Schools, with Applications to Allied Studies* Macmillan, rev ed, 1940 467 p, \$3

Revision of a ground breaking text Early chapters on history of history in the curriculum Other chapters cover major areas in teaching history, including current events, collateral reading etc Very readable

Kelley, Truman L. and Krey, A C *Tests and Measurements in the Social Sciences* Report of the Commission on the Social Studies of the American Historical Association Scribner's, 1934 635 p \$3

Preparation, findings, and analysis of tests in areas of interest, attitudes, concepts facts are considered Of special interest is study of 'Cheating in the Classroom' (p 437 ff)

Kohn, Clyde F ed *Geographic Approaches to Social Education* Nineteenth Yearbook of the National Council for the Social Studies, 1948 299 p, \$2 50 (paper cover), \$3 (cloth)

Theoretical background and some practical suggestions for making geography meaningful at all school levels Good suggestions in Part V for organizing a course

Kronenberg, Henry ed. *Programs and Units in the Social Studies* Curriculum Series No 2 National Council for the Social Studies, 1941 142 p, \$1 50

Reports on a variety of practices in various schools systems in the United States Useful to teachers who want to know what's going on in the other fellow's backyard

Krug Edward and Anderson G Lester eds *Adapting Instruction in the Social Studies to Individual Differences* Fifteenth Yearbook of the National Council for the Social Studies 1944 156 p \$2

Various types of groupings are considered Chapters on the core program, slow learners, rapid learners etc and a section on aids for the classroom teacher

Long, Forrest E and Halter Helen *Social Studies Skills* Inor, 1942 117 p \$98

Especially suitable for ninth year students Brief and practical chapters on how to use an encyclopedia, prepare a report, map reading, social studies reading, etc.

National Education Association *Education for International Understanding in American Schools* N E A, 1948 241 p, \$1 (paper cover)

Calls for 'the teaching profession of the United States to unite in planning and executing an educational program for a peaceful world' Characteristics of the world minded American are noted, programs for schools outlined, essential learning experiences explained. Bibliography and other teaching aids are appended

Progressive Education Association Committee on the Function of the Social Studies in General Education *The Social Studies in General Education* D Appleton Century, 1940 401 p, \$2.75

Never loses sight of adolescent needs in a troubled world as the basis for Social Studies teaching in general education Well written No specific curriculum offered

Quillen, I James *Textbook Improvement and International Understanding* American Council on Education, 1948 78 p, \$1 (paper cover)

Surveys textbook revision and improvement efforts in the United States in such areas as relations between the United States and England the Far East, Latin America, war and peace, minority groups Recommends action for UNESCO

Quillen, I James and Hanna, Lavone A *Education for Social Competence Curriculum and Instruction in Secondary-School Social Studies* Scott, Foresman, 1948 572 p, \$3

Draws upon Stanford Social Education Investigation into ten school systems in the West and best thinking in Social Studies field to fashion a text which will be widely used for many years Annotated bibliography is especially good. Model resource unit and samples of new type report cards in appendix.

Taba, Hilda and Van Til, William, eds *Democratic Human Relations Promising Practices in Intergroup and Intercultural Education in the Social Studies* Sixteenth Yearbook of the National Council for the Social Studies, 1945 366 p, \$2 (paper cover)

Comprehensive volume combining both theory and practice Recognizes that "good education for intercultural relations is inseparable from good education generally"

Thursfield, Richard E., ed *The Study and Teaching of American History* Seventeenth Yearbook of the National Council for the Social Studies, 1946 442 p, \$2 (paper cover), \$2.50 (cloth)

Useful to teachers of American History at all levels, especially the secondary. Contains sections on the history of American History teaching, newer interpretations in American History, relationship to other subjects, articulation of courses from middle grades to college, methods, materials and resources, evaluation and tests, teachers and their preparation.

Wesley, Edgar B. *American History in Schools and Colleges* Macmillan, 1944 148 p., \$1.25

Report sponsored by the American Historical Association, Mississippi Valley Historical Association, and the National Council for the Social Studies Reexamines the purposes, extent, and quality of instruction in American History Recommendations will clarify the aims of all Social Studies teachers

——— *Teaching the Social Studies* Heath, 1942 Third Edition, *Teaching the Social Studies in High Schools*, 1950 652 p. \$3

An especially comprehensive, well written text. Good summary of various commission findings plus many chapters on practical ways of improving teaching

West, Edith, ed. *Improving the Teaching of World History* Twentieth Yearbook of the National Council for the Social Studies, 1949 275 p., \$2.50 (paper cover), \$3 (cloth)

A contribution to the teaching of world history Chapters on present programs at various grade levels, alternative patterns in teaching world history in senior high schools, special problems, materials for the study of world history, newer interpretations in subject matter areas

Wilson, Howard E. *Education for Citizenship* The Regents Inquiry into the Character and Cost of Education in New York State. McGraw-Hill, 1938 272 p., \$2.75

Study confined to Social Studies teaching in New York State but findings are of nationwide significance Conclusions formulated about pupil achievements in matters indicative of social competence, teaching methods, relation of school practices to pupil achievement, etc. In decade since the report, progress has been made in meeting some of the criticisms

Wrightstone, J. Wayne and Campbell, Doak S. *Social Studies and the American Way of Life* Row, Peterson, 1942. 292 p., \$2.

Designed as a guide for teachers in the elementary and secondary schools Chapters on psychological aspects of learning, 'Curriculum Organization and Method,' 'Understanding Economic Processes,' 'Materials for the Social Studies,' 'Evaluation' Worthwhile remarks on teaching of controversial issues Bibliography

B. EDUCATION

Aikin, Wilford M. *The Story of the Eight Year Study* Harper, 1942. 157 p., \$1.75

Much cited report of the Commission on the Relation of School and College of the Progressive Education Association A severe indictment of the inadequacies of secondary schools, especially the tendency to train everybody for college although only a fraction of entering students ever reach college. Under the study plan, colleges suspended their formal course requirements for college entrance and the high school program of 30

participating schools was changed. Found that graduates of experimental schools did better in college than did those who met regular requirements

Alberty, Harold B *Reorganizing the High School Curriculum* Macmillan, 1947 458 p, \$4

A critical analysis of current curriculum practices with emphasis on the desirability of developing the core curriculum Chapters on procedures in curriculum reorganization and building the resource unit.

American Association of School Administrators *School for a New World* Twenty-fifth Yearbook of the AASA, 1947 448 p, \$2.50

States the basic problems and issues which face our society and considers the role of education in resolving these issues Suggests basic programs to curriculum makers and criteria for evaluating the program in any community Interesting chapter on 'Cooperative Action—in Metropolitan Areas'

American Youth Commission *Youth and the Future* American Council on Education, 1942. 296 p, \$2.50

The general report of the American Youth Commission, under the chairmanship of Owen D Young, which had its origins in the depression of the 'thirties Valuable sections on relations between schools and youth work programs, occupational adjustment, and the role of local state, and federal governments in helping youth to meet its problems

Association for Supervision and Curriculum Development. *Toward Better Teaching*, 1949 Yearbook ASCD, 1949 \$3

A discussion with many case reports of democratic vital classroom procedures Covers elementary and secondary grade levels

Beale, Howard K. *Are American Teachers Free? An Analysis of Restrictions Upon the Freedom of Teaching in American Schools* Report of the Commission on the Social Studies of the American Historical Association. Scribner's, 1936 855 p, \$3.50

Monumental study of freedom of teachers from World War I to early 'thirties Of special interest to Social Studies teachers because of 'live' material we handle in the classroom.

Briggs, Thomas H *Improving Instruction Supervision by Principals of Secondary Schools* Macmillan, 1948. 587 p, \$4.50

Perhaps the most readable text on supervision There are chapters on classroom observations, supervisory conferences, teachers meetings and many other aspects of supervision

Other texts on supervision are H B Alberty and V T Thayer, *Supervision in the Secondary Schools* Heath, 1931 471 p, \$2. A S Barr W H Burton, and L J Brueckner, *Supervision—Principles and Practices* D Appleton Century, 1947 879 p, \$5 Harl R. Douglass and C. W Boardman, *Supervision in Secondary Schools* Houghton Mifflin, 1934 564 p, \$2.75

Caswell Hollis L, ed. *The American High School Its Responsibility and Opportunity* Eighth Yearbook of the John Dewey Society Harper, 1946 264 p, \$3

Deals with the broad social scene as it bears upon youth and proposes changes in curriculum and administration to attune schools to needs of high school students. Contains a useful chapter on vocational education.

Corbett, James F. and others. *Current Affairs and Modern Education: A Survey of the Nation's Schools*. The New York Times, 1950. 277 p., \$1.50.

Based on classroom visits by three New York City teachers. Evaluates and makes recommendations on community pressures and controversial issues, community resources, professional leadership, the curriculum, materials, various practices in teaching current events.

Curti, Merle. *The Social Ideas of American Educators*. Report of the Commission on the Social Studies of the American Historical Association. Scribner's, 1935. 613 p., \$3.

An important study of the ideas held by educators from colonial times to John Dewey on nationalism, internationalism, role of the church in education, individualism, socialism, collectivism, character training in the schools, and other social ideas.

Dale, Edgar. *Audio Visual Methods in Teaching*. Dryden Press, 1946. 546 p., \$4.50.

The most comprehensive and effective text on the subject. Good illustrations and guide to sources of teaching materials (pp. 310-13).

———. *How To Read a Newspaper*. Scott, Foresman, 1941. 178 p., \$1.40.

Specifically designed for secondary school students. A well rounded volume which goes into the many phases of newspapers from reading critically to understanding the steps which go into making a newspaper. Excellent illustrations contribute to the clarity of the text.

Educational Policies Commission. *Education for All American Youth*. National Education Association, 1944. 421 p., \$1.

Education Policies Commission of the NEA favors Federal financial help for education to be administered and implemented by local and state leadership. Describes school services for youth as the EPC would like to see them. Worthwhile to match existing practices with proposals of the NEA.

Encyclopedia of Educational Research. Walter S. Monroe, ed. Macmillan, 1950. 1520 p., \$20.

'Summarizes the results of a generation of effort on the part of men and women who have labored to apply the methods of science to the study and improvement of education.' Articles alphabetically arranged, authoritative, and detailed. Bibliography at end of each article. A valuable reference work.

Encyclopedia of Modern Education. Harry Rivlin and others, eds. Philosophical Library, 1943. 902 p., \$10.

Wide coverage of subject matter. Articles much briefer than in *Encyclopedia of Educational Research* (*supra*). Easy to read and authoritative.

Frequent bibliographical aids More up to-date in popular terms, e.g., "core curriculum" is clearly defined

General Education in a Free Society Report of the Harvard Committee
Harvard University Press, 1945 267 p, \$2

Presents a view of the total American educational scene General education is the concern of the great majority—"not the comparatively small minority who attend our four-year colleges" General education thought of as training for citizenship while special education is training for an occupation In discussion of areas of general education, there is a section on Social Studies

MacConnell, Charles, Belby, E. O. and Arndt C. O. *New Schools for a New Culture* Harper, 1943 229 p, \$2.50

States that our public schools are undemocratic in practice and indicates a program which will put our democratic theories into practice. Useful chapters on the core curriculum 'The New Teacher,' 'The School of Tomorrow' Concluding dialogue among the authors is bookish in spots but worth reading

Mahoney, John J. *For Us the Living An Approach to Civic Education*
Harper, 1945 344 p, \$2.50

A professor of education at Boston University examines a field far wider than the traditional civics course. A vigorous plea for more effective teaching for citizenship Provocative chapters, such as 'Political Lethargy—Why?' 'Are We Law Abiding?' 'Social Democracy—The Ideal and the Reality,' 'Concerning Prejudices' Suggestions for school procedures are made

New York State Education Department *The Activity Program The Report of a Survey of the Curriculum Experiment with the Activity Program in the Elementary Schools of the City of New York* Albany, 1941 182 p, no price indicated

A thoroughgoing analysis of the activity program in New York City schools Concludes 'that the chief contributions of the activity program have been to improve pupils' attitudes, their ability to think and their social behavior Nor have these gains been accompanied, as some feared, by significant loss in mastery of fundamental knowledge and skills'

New York State Education Department *Basic Issues in Secondary Education* University of the State of New York Press 1945 79 p, no price indicated

Raises seventeen provocative questions about secondary education which teachers and administrators should be thinking about Urges remedial courses for those who have not achieved minimum competence in essential arithmetic skills Calls for revisions of the Smith Hughes Educational Program so that vocational schools can follow the program of general education suggested by the Committee. Worthwhile sections of the report consider out of school activities lessons from military education, and administrative implications of the report

Newsom, N William and Langfitt, R Emerson, eds *Administrative Practices in Large High Schools* American Book Co, 1940 659 p, \$3 25

A good text covering various administrative problems, with chapters contributed by practical school people. Bibliographies at ends of chapters

Remmers, H H and Gage, N L. *Educational Measurement and Evaluation* Harper, 1943 580 p, \$3 25

A worthwhile text which considers what should be evaluated and how to evaluate. Helpful chapter on essay tests Bibliography

Spaulding, Francis T *High School and Life* The Regents Inquiry into the Character and Cost of Public Education in the State of New York. McGraw-Hill, 1938 377 p, \$3

Sets up standards for judging secondary education Evaluates such educational outcomes as preparation for citizenship, further learning, vocations Curriculum and school organization are examined Recommendations for improvement are made. A first rate study with values for all serious students of our secondary school system

Watson, Goodwin *Youth After Conflict* Association Press, 1947 300 p, \$4

Useful to any teacher who wants to know more about the young people we teach There are chapters on "Youth After the Civil War," "European Youth After World War I," "The Aftereffects of War," "The First Flowering of Modernism," "Youth's World in the 1950's," and "The New Postwar Youth"

Yauch, Wilbur A *Improving Human Relations in School Administration* Harper, 1949 299 p, \$3 50

Practical suggestions for democratic supervision by principals, superintendents, and administrators Chapters on teachers' meetings, curriculum planning, functions of the principal as administrator, leader, and representative of the school among parents and professional bodies

C. CONTENT

Ausubel, Herman *Historians and Their Craft* A Study of the Presidential Addresses of the American Historical Association, 1884-1945 Columbia University Press, 1950 373 p, \$4 75

Affords a good insight into the uses of history and how the craft has been used by leading historians

Beers, Henry P *Bibliographies in American History* H W. Wilson, 1942 487 p, \$4 75

A guide to enough reading for many lifetimes Entries not annotated but are carefully arranged according to such subject areas as 'General Aids,' 'Colonial Period,' 'The United States,' 'Diplomatic History,' 'Economic History,' 'Education' 'Political Science,' 'Army and Navy,'

A READING GUIDE

"Races," "Religious History," "Social, Cultural, Scientific," "Biography," "Territories, Possessions," "States," "Cartography"

Chase, Stuart. *The Proper Study of Mankind* *An Inquiry into the Science of Human Relations* Harper, 1948 311 p, \$3

A lucid survey of the major contributions in anthropology, economics, psychology, social research in the last two decades Explains the "science" in social science Especially useful to anyone who doubts the value of social science in solving mankind's problems

Coan, Otis W and Lillard, Richard G *America in Fiction* Rev ed. Stanford University Press, 1945 162 p, \$1.75 (paper cover)

An annotated guide to American fiction, much of which is suitable for high school seniors, under such subjects as "Pioneering," "Farm and Village Life," "Industrial America," "Politics," "Religion," "The Southern Tradition," and "Minority Ethnic Groups" There is also a bibliography of non-fiction reading in American history as background for reading the novels

Dewhurst, J Frederic and Associates *America's Needs and Resources* Twentieth Century Fund, 1947 812 p, \$5

A comprehensive survey of our economy which dips into the past and predicts our needs and resources for 1950 and 1960 Sections on "Basic Trends," "Consumer Requirements," "Government Costs and Foreign Transactions," and "Resources and Capacities"

Dutcher, George M and others, eds *A Guide to Historical Literature* Macmillan, 1937. 1222 p, \$3.75

An exhaustive, annotated bibliography of historical work covering all periods of history and all countries or geographic areas A standard reference work.

Langer, William L, ed *An Encyclopedia of World History*. Houghton Mifflin, 1948 1270 p, \$7.50

"A handbook of historical facts, so arranged that the dates stand out while the material itself flows in a reasonably smooth narrative." Covers all periods from the pre-historic to the present Within periods of time there are sub divisions for countries or areas, and, occasionally, topics like "science and society," and "international relations" An indispensable reference for checking historical facts, especially chronology.

Logasa, Hannah *Historical Fiction and Other Reading References for History Classes in Junior and Senior High School* McKinley Publishing Co, 1949 232 p, \$3.50

An excellent annotated guide arranged topically under such headings as "Ancient History," "Medieval and Modern Europe," "Canada," "Latin America," "U S History," and broken down topically under each heading

Lenrow, Elbert *Readers Guide to Prose Fiction* D Appleton Century, 1940 371 p, \$3

About 1500 novels annotated under various classifications including "Political Conditions and Problems" and "Economic and Industrial Conditions and Problems"

New York Times Financial News Staff *How to Read and Interpret Financial News* 5th ed The New York Times Co, 1949 63 p, \$50 (paper cover)

Clippings from the *Times'* financial page are photographed and lucid commentary cuts through the highly specialized language of security markets, money and credit, and commodities

Social Science Research Council *Theory and Practice in Historical Study A Report of the Committee on Historiography* SSRC, Bulletin 54, 1946 177 p, \$1.75 (paper cover)

Contains a valuable bibliography in the following fields historical method, history of history, history of the social sciences the philosophical approach to history, contending schools—the economic interpretation and the spiritual interpretation, national developments in Germany, the U S., and other parts of Europe, new interpretations—general, the social interpretation, the cyclical interpretation, historical sociology

Strang, Ruth, and others *Gateway to Readable Books* H W Wilson, 1944 110 p, \$1.25

More than 700 titles intended primarily for retarded readers, majority of which are of fifth to seventh year grade level of difficulty A few good titles for senior high schools Annotated under such subjects as "Other Lands and Other People," "Transportation and Communication," "World War II"

RECOMMENDED READING IN AMERICAN HISTORY

Bailey, Thomas A. *A Diplomatic History of the American People* Appleton Century Crofts, 1946

Beard, Charles A. and Beard, Mary R. *The Rise of American Civilization* 2 volumes in 1 Macmillan, 1939

Billington, Ray A. *Westward Expansion A History of the American Frontier* Macmillan 1949

Brebner, John B. *North Atlantic Triangle The Interplay of Canada, the United States, and Great Britain* Yale University Press, 1945

Brown, Ralph H. *Historical Geography of the United States* Harcourt Brace, 1948

Burlingame, Roger *Backgrounds of Power The Human Story of Mass Production* Scribner's, 1949

Cochran, Thomas C. and Miller, William. *The Age of Enterprise A Social History of Industrial America* Macmillan, 1942

Commager, Henry S. *The American Mind An Interpretation of American Thought and Character Since the 1880's* Yale University Press, 1950

Corwin, Edward S. *The Constitution and What It Means Today* Princeton University Press, 1948

- Curti, Merle *The Growth of American Thought* Harper, 1943
- *The Roots of American Loyalty* Columbia University Press, 1946
- Dorfman, Joseph *The Economic Mind in American Civilization, 1606-1865* Viking, 1946
- Dulles, Foster R. *Labor in America* Crowell, 1949
- Fairbank, John K. *The United States and China* Harvard University Press, 1948
- Faulkner, Harold U. *American Political and Social History*, Appleton-Century-Crofts, 1948
- Gabriel, Ralph H. *The Course of American Democratic Thought* Ronald Press, 1940
- Gunther, John *Inside U.S.A.* Harper, 1947
- Hacker, Louis *The Triumph of American Capitalism* Columbia University Press, 1946
- Hacker, Louis and Kendrick, Benjamin *The United States Since 1865* Appleton Century-Crofts, 1939
- Hansen, Marcus L. *The Immigrant in American History* Harvard University Press, 1940
- Holbrook, Stewart H. *Lost Men of American History* Macmillan 1946
- Morison, Samuel E., *Admiral of the Ocean Sea* (Columbus) Little, Brown, 1942
- Morison, Samuel E. and Commager, Henry S. *The Growth of the American Republic* 2 vols Oxford University Press 1942
- Myrdal, Gunnar *American Dilemma* Harper, 1944 Basic work on the American Negro problem
- Nettels, Curtis *The Roots of American Civilization* Appleton Century-Crofts, 1938
- Nevins, Allan *Gateway to History* Heath, 1938
- Parrington, Vernon L. *Main Currents in American Thought* Harcourt Brace, 1939 One volume edition
- Randall, James G. *Civil War and Reconstruction* Heath, 1937
- Schlesinger, Arthur M., Sr. *New Vistas in American History* Macmillan, 1922 Reprinted in 1937 A revised edition is being prepared.
- Schlesinger, Arthur M., Jr. *The Age of Jackson*, Little, Brown 1945
- Sherwood, Robert *Roosevelt and Hopkins An Intimate History* Harper, 1948
- Spiller, Robert E., et al, eds *Literary History of the United States* Macmillan, 1948 3 volumes
- Stocking, George W. and Watkins, Myron W. *Monopoly and Free Enterprise* The Twentieth Century Fund, 1951
- Stone, Irving *They Also Ran The Story of the Men Who Were Dejected for the Presidency* Doubleday, 1945
- Van Doren, Carl *Benjamin Franklin* Viking, 1938
- Weeter, Dixon *The Age of the Great Depression, 1929-41* Macmillan, 1948
- Wittke, Carl *We Who Built America* Prentice Hall, 1939

RECOMMENDED READING IN WORLD HISTORY

- Boas, Franz *The Mind of Primitive Man* Macmillan, 1938
- Brogan, D W *France under the Republic 1870 1939* Harper, 1940
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- Laidler, Harry W *Social and Economic Movements* Crowell, 1944
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- Commager, Henry S *Documents of American History* Appleton Century-Crofts 1944
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- Woestmeyer, Ina F and Gambrill, J Montgomery *The Westward Movement* Appleton Century Crofts, 1939

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